

Contemporary Germany

Spring 2022

Mark W. Roche

GE30305 - 01

Logistical Information

Class: Tuesday and Thursday mornings from 11:00 to 12:15 in Decio 128.

Office: 349 Decio Hall.

Office Hours: Tuesdays from 3:00 to 4:00 (in person); Thursdays from 2:00 to 3:00 (in person); Fridays from 1:30 to 2:30 via Zoom; and by appointment. Impromptu meetings can also often be arranged before class on both days.

Phone: (574) 631-8142 (office); (574) 302-1813 (cell).

E-mail: mroche@nd.edu; **Web:** <http://mroche.nd.edu/>

Course Description

Germany is a fascinating country, the largest in the European Union and culturally, economically, intellectually, and politically a world leader. This course will help students explore distinctive aspects of contemporary Germany, including differences with the United States. Along with this thematic focus on Germany after 1945 and especially after 1989, students will work to expand their vocabulary and strengthen and refine their skills in speaking, writing, reading, and listening. Students will work toward greater fluency, accuracy, and complexity of expression.

The course will introduce diverse units on contemporary Germany, including recent history; the political system, including the constitution, political parties, and selected *Bundesländer*; society, including strengths, challenges, and multicultural aspects; culture, including selected works of literature and film; recent tendencies in German thought; religion in Germany, including its diversity; the German university; the media landscape; and German responses to the ecological question. We will also consider a variety of German jokes, especially political jokes.

In exploring these topics, students will engage a range of questions. For example: What have been the major developments in Germany since the end of World War II and especially since 1989? How does Germany organize itself politically? What are Germany's distinctive strengths and challenges? How do German and American universities differ? Who are the more interesting figures in German culture? What themes permeate the German landscape? How are they related to Germany's past. How are these themes and issues like or unlike what one sees in other cultures? How might we compare and contrast Germany and the United States?

Calendar of Classes and Readings

Each class of students is different, and if it turns out that we need to devote more time to grammar puzzles, we can do so, but we may then adjust one or two readings or move a small percentage of the analyses of works from discussion to lecture, though the preference and most likely scenario is to make student-centered discussions our dominant mode of learning. We will indirectly pursue grammar to some extent almost every day, spending more time as needed.

We need to remain flexible with our schedule for two other reasons: in a course on contemporary Germany, significant current events may demand modest or significant shifts, and, depending on your capacities, we may need to lengthen or shorten the proposed homework assignments. If you are spending considerably more or considerably less than six hours on homework per week (three hours of preparation for each class), please let me know.

Please view the calendar below as a basic and tentative template. *For every session there will be a Module on Canvas, with an Informationsblatt that contains the final assignment, contextual information, texts or directions to find the materials, including embedded videos or links, and study questions designed to help you focus your preparation.* Most of the materials will be available to you on Canvas (or via links from Canvas). Materials available via Library Reserves are noted in each case.

January 11 1. Introduction

Contemporary Politics

January 13 2. Die Jahresreden des Präsidenten und des Kanzlers

Read the syllabus and the syllabus supplement.

Read Mai 186-199.

Listen to [Neue Regierung in Deutschland](#) (2 minutes)

Review the [Kernpunkte](#) of the “Koalitionsvertrag 2021-2025 zwischen der SPD, Bündnis 90/Die Grünen und FDP.”

View and read [Die Weihnachtsansprache vom Bundespräsident Frank-Walter Steinmeier](#) and [Die Neujahrsansprache von Bundeskanzler Olaf Scholz](#).

January 18 3. Die Bundestagswahl 2021 und die Parteien

Review the Library’s [Course Guide](#) for Contemporary Germany.

Read Deutschland 26-27 and watch [Erst- und Zweitstimme - Wie funktioniert die Bundestagswahl?](#) (4 minutes)

Review [Parteien in Deutschland](#) and familiarize yourself with the major German parties. Work through the [Wahl-o-Mat](#) exercise for the Bundestagswahl 2021.

The Postwar Period

January 20 4. Stunde Null

Read Mai 145-57.
Watch Video 1: Stunde Null: Sieger, Opfer, Schuldige (on Library Reserves).
Read Eich, "Inventur" and Hakel, "Jüdisches Kind 1945."
Review "Witze, Drittes Reich."

January 25 5. Nachkriegsdichtung: Benn und Celan

Read Benn, "Verlorenes Ich" and Celan, "Todesfuge."
Listen to readings of the poems by [Benn](#) and [Celan](#)

Tandem Submission

January 27 6. Film über die Nachkriegszeit I

Watch entire film Rainer Werner Fassbinder, *Die Ehe der Maria Braun* (on Library Reserves).

February 1 7. Film über die Nachkriegszeit II

Rewatch *Die Ehe der Maria Braun*.

February 3 8. Studentenerforschungen I

East and West Germany

February 8 9. Der kalte Krieg

Read Mai 157-73.
Watch Video 2: Ost-West: Der kalte Krieg (on Library Reserves).
Read "Witze, DDR" (Part One) and "Witze, Kanzler" (Part One)

No written daily contribution for today

Your first paper (of at least 750 words) is due on February 8 at 8:00 p.m.

February 10 10. Kurzformen in der DDR: Biermann und Witze

Read Deutschland 21 and "Proteste in der Republik"
Read Biermann, "Ach Freund, geht es nicht auch dir so?" and "Ermutigung."
Listen to "[Ermutigung](#)."
Read "Witze, DDR" (Part Two).

Tandem Submission

February 15 11. Ein Film über die DDR I

Watch entire film Florian Henckel von Donnersmarck, *Das Leben der Anderen* (on Library Reserves).

February 17 12. Ein Film über die DDR I

Rewatch *Das Leben der Anderen*.

February 22 13. Die Mauer/ Die Wende

Read Mai 173-181 and Duden 105-08.

Watch Die Berliner Mauer einfach erklärt (4 minutes).

Watch 60 Jahre Mauerbau: Geschichte einer ikonischen Grenze (3 minutes).

Watch Eingemauert! - Die innerdeutsche Grenze (10 minutes).

Watch Video 3: Die Nachkriegszeit - Wiedervereinigung (on Library Reserves).

Read "Witze, Kanzler" (Part Two)

The Basic Law

February 24 14. Grundgesetz I

Watch [Hüter unserer Werte: Das Bundesverfassungsgericht](#) (4 minutes).

Read articles 1-23 as well as articles 79 and 102 of the Grundgesetz (GG). You can focus completely on the highlighted text (in bold).

March 1 15. Grundgesetz II

Reread Articles 1-5, 20, and 79,3 as well as any others that seemed especially important to you on their own or in the context of today's performance.

Watch Marta Górnicka, *Grundgesetz* (although this is a video, you will find it on Canvas, not on Library Reserves). Górnicka's *Grundgesetz. Ein chorischer Stresstest* was a 2018 theatrical performance at the Brandenburg Gate that was prepared for the 70th anniversary of the GG.

Tandem Submission

Consolidation of Learning I

March 3 16. Lernverdichtung I

Read Mai 181-86

No written daily contribution in German for today. Instead please submit in English a self-assessment of your strengths and weaknesses thus far in the course.

March 10 Break

March 12 Break

Challenges in Contemporary Society and Culture

March 15 17. Religion

Watch [Jüdinnen und Juden in Deutschland](#) (4 minutes).

Watch [Antisemitismus in Deutschland: Wie Juden unter Klima der Angst und Bedrohung leiden](#) (2 minutes).

Watch [Islam und Deutschland](#) (3 minutes).

Watch [Pegida](#) (2 minutes).

Watch [Warum den Kirchen ihre Mitglieder davonlaufen](#) (3 minutes).

Watch [500 Jahre Reformation: Christen gesucht](#) (5 minutes).

Watch [Brief Video on the Pope and his Visit to Germany](#) (3 minutes).

Read Benedikt, [Rede an den Bundestag](#).

March 17 18. Die Gesellschaft und ihre Herausforderungen

Read Mai 211-16 and Tatsachen Demografie und Gesellschaft.

Explore “Ankommen-App.”

Familiarize yourself with [Deutschland in Zahlen](#).

Review “Witze, Alltägliche und Regionale.”

The Federal States

March 22 19. Studentenerforschungen II

Also read Bundesländer auf einen Blick 24-25.

Contemporary Literature and Film

March 24 20. Ein katholischer Dichter

Read Ludwig Steinherr, Ausgewählte Gedichte (on Canvas).

March 29 21. Deutsch-türkischer Film I

Watch entire film Fatih Akin, *Auf der anderen Seite*.

No written daily contribution for today.

Your second paper (of at least 1,000 words) is due on March 29 at 8:00 p.m.

March 31 22. Deutsch-türkischer Film II

Rewatch *Auf der anderen Seite*.

April 5 23. Minoritätsliteratur

Read Zafer Şenocak, “Die Sprache öffnen”; Yoko Tawada, “Von der Muttersprache zur Sprachmutter”; Alev Tekinay, “Dazwischen” and “Die Heimkehr oder Tante Helga und Onkel Hans.”

Tandem Submission

Student Explorations III

April 7 24. Studentenerforschungen III

The Universities and the Media

April 12 25. Universitäten

Read Landeskunde 101-104.

Watch [Studieren in Deutschland](#) (7 minutes).

Review “Sprechen wie ein Student.”

Read [Was amerikanische Unis von deutschen lernen können](#).

Read [Deutsche und amerikanische Unis: Wenn Studenten sich beschweren](#).

Familiarize yourself with *Bildung auf einen Blick 2021*.

April 14 26. Die Medienlandschaft

Read Landeskunde 94-97.

Read [Zeitungen und Zeitschriften](#).

Independent explorations of media outlets.

Green Germany

April 19 27. Grünes Deutschland

Read Mai 206-210; “Das Parteiprogramm der Grünen auf Bundesebene (1981)”;
and “Ecological Germany.”

Review [Klima und Energie](#).

Read Hösle, “Die Umweltpolitik.”

Consolidation of Learning II

April 21 28. Lernverdichtung II

No written daily contribution for today.

Your final paper (of at least 1,250 words) is due on the day of what would have been our final examination, Friday, April 29 at 8:00 p.m.

Learning Goals

- 1) German Cultural Literacy: Students will be able to explain some of the main historical, social, political, and cultural developments in Germany since 1945 and describe salient features of the German political system and of German culture and society in comparison with the United States.
- 2) German Language Skills: Students will advance in their ability to read, write, speak, and understand German. Through practice they will reinforce basic competencies as well as improve their capacity for mastery of the language, both spoken and written, and they will enhance their basic communication skills insofar as they accompany the organization and communication of their thoughts.
- 3) Hermeneutic Capacities: Students will be able to discuss and analyze a selection of literary and cultural works along with relevant formal concepts and historical context. Students will improve their skills in interpreting, analyzing, and evaluating cultural, historical, and literary works. They will develop their capacity to ask pertinent and interesting questions and to argue for and against various interpretations. They will recognize the extent to which the parts and wholes of works relate to one another.
- 4) Intellectual Virtues: Students will improve their capacities to process difficult materials, recognize complex patterns, ferret out contradictions, gain unexpected insights, formulate clear questions, listen carefully and attentively, explore ideas through dialogue, and express their thoughts eloquently and persuasively. In pursuing these and other course goals, students will both demonstrate and advance various intellectual virtues, such as perseverance, intellectual hospitality, diplomacy, patience, curiosity, and wonder.

Principles of Student Learning

The course will be organized in accordance with several common-sense pedagogical principles, most of which were embodied already by Socrates and which have been given empirical verification in our age:

- *Active Learning*: Students are not passive minds into whose heads content is to be poured. Students learn by becoming involved, asking questions, engaging in discussions, solving problems, defending positions, writing and rewriting papers, in short, by energetically devoting themselves to the learning process. Educators speak of active or student-

centered learning. Students learn most effectively when they are actively engaged, not simply listening or absorbing material. Accordingly, this course will be student-centered, with considerable focus on student-student discussion, regular written contributions, and paper topics chosen by students.

- *Peer Learning:* Students learn greatly from their peers, and we will do considerable amounts of group work. Indeed, the research shows that the student's peer group is the single greatest source of influence on cognitive and affective development in college.
- *Existential Engagement:* Students learn more when they are existentially engaged in the subject, when they care about the questions under discussion and recognize their significance. If you volunteer in a soup kitchen, your course on the economics of poverty takes on a different meaning. If you spend a semester in Berlin, German history and politics become far more important to you. To that end and because of their intrinsic value, we will read these works not only to understand them in their own context, as interesting as that is, but also to ask, to what extent they speak to us today. Can we learn not only *about* these works, but also *from* them? That means relating these works to your past experiences, daily lives, and future aspirations, without falling into a purely subjective interpretation of the meaning.
- *Intrinsic Motivation:* Motivation plays a large role in learning. The best learning comes not from external motivation, seeking external approbation and praise, but from intrinsic motivation, from identification with a vision of wanting to learn.
- *High Expectations and Feedback:* Students learn the most when their teachers have high academic expectations of them and when students receive helpful feedback that supports them in their quest to meet those high expectations. To know what you don't know is to help focus your learning. A combination of being challenged and being supported helps learning immensely. You can be sure that if the coach of an athletic team is nonchalant about physical fitness, discipline, timing, teamwork, and the like, the team will not win many games. So, too, an easy A will not help you in the long run, as you interview for highly competitive postgraduate fellowships or positions at the best graduate schools or with the leading firms. The best way to learn is to shoot high and to recognize what might still be needed to meet those high aspirations. Detailed feedback and discriminating grades are ways of pointing out strengths and weaknesses to students, challenging them to stretch, so that they are not lulled into thinking that their current capacities cannot be improved, and they needn't learn more.
- *Effortful Learning:* Many think that easier paths to learning make for better learning. In truth, the evidence shows that easier learning is often superficial and quickly forgotten, whereas effortful learning leads to deeper and more durable learning as well as greater mastery and better applications. For example, making an effort to answer a question before being led to an answer leads to better learning. Hard learning—making mistakes and correcting them—is not wasted effort but important work; it improves your intelligence. Striving to surpass your current abilities and experiencing setbacks are part

of true learning, which, unlike superficial learning, develops and changes the brain, building new connections and increasing intellectual capacities. For better learning, difficulties are desirable: the harder the effort, the greater the benefit. For example, instead of simply reviewing notes on our readings, you might reflect on the reading: What are the key ideas? What ideas are new to me? How would I explain them to someone else? How does what I read relate to what I already know? What questions do I have? What arguments speak for and against a given position?

- *Breadth of Context:* If you put what you are learning into a larger context and connect it with what you already know and are learning in your other courses, your learning will be deeper and more stable. If you can connect a story, an idea, or a principle as you uncover it to other stories, ideas, and principles or to what you yourself think, then the stories, ideas, and principles will more likely resonate for you in the future. In our class, seeing connections across works as well as seeing connections between our discussions and discussions and works in other classes as well as your own life will help give you that larger context. The more you know, the more you can learn. Ask yourself, what larger lessons can be drawn from what I am exploring.
- *Faculty-Student Contact.* The greatest predictor of student satisfaction with college is frequent interaction with faculty members. Students are more motivated, more committed, and more involved and seem to learn more when they have a connection to faculty members. So take advantage of opportunities to connect with your teachers. Drop in during my office hours (come when you have a need or a question or simply when you would like to chat). Take advantage as well of other opportunities we will find for informal conversations. And don't hesitate to ask for help.
- *Meaningful Investment of Time:* Students who major in disciplines that are less demanding of students' time tend to make fewer cognitive gains in college. Everyone who wants to learn a complex and demanding subject must make a substantial effort. Learning occurs not only during class time. It derives also from the investment you make in learning, the quality of the time you spend reading, thinking, writing, and speaking with others outside of class. For this three-credit advanced course you will want to spend more than six hours per week preparing. An advantage you have in this course is that the materials are challenging, fascinating, and enjoyable, so your study can be work and pleasure simultaneously.
- *Diversity:* Another learning principle is diversity. When you discover that your roommate is Muslim, you suddenly become more curious about Islam. Such encounters occur less frequently at Notre Dame, so we need to cultivate intellectual diversity, engaging works from other cultures and in languages other than English. We want to hear different perspectives from one another, even the most unusual, since thinking outside the box can help us see more clearly. Do not be shy about asking off-the-wall questions or making unusual comments. And don't let contrary views bother you emotionally. All such contributions can be useful, as the process of discovering truth involves listening to various perspectives. In addition, many of the issues we will study introduce us to world-views radically different from our own, but precisely in their difference, they may provide

interesting antidotes to some of the cliches of the present.

- *Self-Reflection:* Students learn more when they are aware of how they best learn (so that they can focus their energies), what they most lack, and how they can learn more. How can I become a better student? How can I learn to guide myself also after I graduate? We may occasionally have meta-discussions in which we reflect on your learning or on our discussions at a higher level. Around what central interpretive question did the debate we were just having revolve? Why did we relinquish one interpretation and adopt another? How would we describe the evidence that spoke for and against the various positions? Why was today's discussion particularly successful or less successful? What is helping us learn? The latter question underscores why I have just placed these principles before you.

We will pursue each of these dimensions. Above all, your learning will depend on your active engagement. To that end the following contributions to learning will affect the assessment of your performance.

Student Contributions to Learning and Assessment Percentages

Nearly half of the grade (45%) will be based on daily contributions, oral and written, during the semester. 40% will be based on more formal written work, where you will be asked to perform at the highest possible level. 15% will be devoted to assessing your comprehensive understanding of the material and your attainment of learning goals.

You should have a good sense of your overall performance along the way, as 70% of your grade involves your work during the semester, with 30% reserved for your final paper and final exam collectively.

1) Class Contribution: 20%;

Students will be expected to contribute regularly to discussions and to adopt various facilitative roles during the semester.

Active and meaningful engagement in the classroom is one of the strongest indicators of good learning. Active engagement will help you develop your German and allow you to test your ideas. Because student learning is aided by active student participation in the classroom, students will want to prepare well and contribute regularly and meaningfully to discussions.

Class contribution is not equivalent with the quantity of class participation; instead both quantity and quality will be considered.

Any in-class written exercises that might take place would be brief and informal and would count toward the category of class contribution.

After the review of the syllabus, the language for this class will be German.

2) Regular Written Contributions: 25%

For each class, beginning with our second class, that is, our discussion of the president and chancellor, students will prepare some well-crafted sentences with insights or questions. They may be interwoven to form a brief paragraph, or they may be isolated or independent observations. You may include questions designed to elicit discussion (that is, open-ended, questions that encourage analysis and debate) or statements that explore the following: an insight that you have into the material, an idea that you find compelling or less compelling, an aspect of the work that struck you as unusually significant, a comparison with earlier material or works, etc. I will almost always offer you some pre-reading questions; students have found it very useful to address one or more of these questions, but this is not at all required.

In terms of length you might shoot for between 100 and 150 words or even more. If you are struggling with basic issues of grammar, you should write fewer words but try to make fewer mistakes. If you have a good command of grammar, you should feel free to write more.

These daily exercises will help you prepare, allow you to explore ideas independently, and will be a superb strategy to aid you in your developing language skills. *These daily exercises will always be in German, typed and double-spaced, and brought to each class.* I will collect them to provide you with feedback.

You will want to keep all of your contributions in a folder and in order, as I will at one point ask you to offer a self-analysis of your strengths and weaknesses.

If you run into an occasional printing snag, I will be happy to receive your e-mail immediately before or after class. However, these should be very rare exceptions. I will not accept e-mail submissions on a regular basis.

In a few cases I have added the stipulation “Tandem Submissions.” Students should prepare for class together in groups of two or three and present one set of comments or questions.

Please note that your handouts will function as your submissions on the three days of student explorations.

3) **Three Papers:** 40%;

Students will write three papers. These will be excellent opportunities to practice very good German and to pursue thoughts in greater detail. These papers will count in sequence, 12%, 13%, and 15%. The first paper will be at least 750 words, the second at least 1,000 words, and the third at least 1,250 words. These word lengths correspond approximately to three pages, four pages, and five pages, respectively.

The first two papers are to be rewritten after you receive my comments and then resubmitted within one week of their return to you. Rewriting is an excellent strategy to improve your capacity for writing. The grade will be adjusted based on the revision.

Here are some additional guidelines:

- Students will choose their own topics by focusing on one or more topics we have

explored together in class. Creative topics and strategies are welcome. Students should not hesitate to think out loud with me about various options before settling on a topic. Starting early is always a wise strategy.

- All papers should be Times New Roman or a similar standard font, 12 point, and double spaced.
- Each paper should have a title and pagination, and you should list at the bottom the number of words.
- You will want to use [MLA style](#). (MLA stands for the Modern Language Association.) This style is widespread in the humanities and relatively simple and user-friendly. The library has reference materials that spell out MLA style, such as the *MLA Handbook* or the *MLA Style Manual*, and there are short versions available on the Web. With permission, students may choose an alternative format.
- Unless we very consciously move to Canvas for assignment submissions, please submit your papers via email (to mroche@nd.edu) as a Word document. In either case, your file name should have three elements: your name, the course number or some such designation, such as 3xx or Contemporary, and the paper number (for example, Alice GE30305 Paper 1 or Alice GE30305 Paper 1 Revised). This will make it much easier for me to organize and archive submissions.
- All paper submissions that are more than one hour late will be downgraded a partial grade. A further drop of a partial grade will occur for every 24 hours that passes beyond the due date and time.

4) Final Oral Examination 15%

Each student will have a one-on-one final oral examination of approximately twenty minutes in German, during which the kinds of questions discussed in class will be engaged. The questions will be oriented to the class material and the learning goals above. It should be an excellent opportunity for you to develop your ideas in conversation and for us to assess your learning. Final oral examinations will be scheduled during exam week. Everyone seeking an examination slot before the time of our otherwise scheduled final examination on Friday, April 29, will receive one.

The goals of each assignment and of all evaluation are to improve understanding and performance. For detailed assessment guidelines for each exercise, please see the syllabu supplement.

Required Works

Manfred Mai's *Deutsche Geschichte* (Weinheim: Beltz & Gelberg, 2019) is readable, accessible, and ideal for your level. We will read excerpts from this book, and I will have copies available for you. In addition, a recorded version of the book is on Library Reserves. This offers you a great way to practice your listening comprehension.

Canvas

I have placed some materials on Canvas and will continue to do so on an occasional basis. Since I just started using Canvas last week, we will at least initially use it in a fairly rudimentary way. If we change the model, you will be informed.

For now, please note in particular the Module tab and the Files tab. Under Files you will for now find folders labeled Exercises; Grammar; Optional Materials; Pronunciation; Readings; Student List with Emails; and Vocabulary.

The longer videos and three films we will view are available via Library Reserves. Once you click the title and accept the terms, the video will play in your web browser. You need to ensure that you have the Quicktime Video plugin installed. OIT recommends that you use Google Chrome or Mozilla Firefox to ensure compatibility. In the unlikely event that you have issues with streaming videos, you can always use a computer in one of the labs on campus.

I have bought an extra copy of each DVD. If you wish, I can hand out a copy in class, and you can view the film at a time or at times you agree upon among yourselves. Students in previous semesters have sometimes enjoyed the collective screenings, in some cases multiple viewing sessions with different groups of students.

Zoom

In the event that it is necessary for us to meet via Zoom, I will send out an announcement with the necessary link. If a student is absent, we will make an effort to record the class, after which it will be available on Canvas (Panopto Video).

Appendix 1: Student Explorations

I am open to student suggestions for additional/different topics, but these would need to be cleared by me in advance. A sign-up sheet will be forthcoming.

First Session (Culture)

Jürgen Moltmann (Theology)

Andreas Paul Weber (Art)

Ordoliberalismus (Economics)

Theodor W. Adorno (Philosophy)

Hans Jonas (Philosophy)

Hannah Arendt (Philosophy)

Willy Brandt (Politics)

Gottfried Böhm (Architecture)

Joseph Beuys (Art)

Karlheinz Stockhausen (Music)

Christa Wolf (Literature)

Loriot (Popular Comedy)

Jürgen Habermas (Philosophy)

Hartmut König (Music)

Franz Josef Degenhardt (Music)

Rudolf Bahro (Politics)

Georg Baselitz (Art)

Sigmar Polke (Art)

Reinhard Mey (Music)

Hannah Schygulla (Acting)

Second Session (Geography, Historical Importance, Politics, Dialect)

Baden-Württemberg

Bayern

Berlin

Brandenburg

Bremen

Hamburg

Hessen

Mecklenburg-Vorpommern

Niedersachsen

Nordrhein-Westfalen

Rheinland-Pfalz

Saarland

Sachsen

Sachsen-Anhalt

Schleswig-Holstein

Thüringen

Third Session (Culture)

Rudi Dutschke (1968 Student Movement)

Rote Armee Fraktion (Politics)

Gerhard Richter (Painting)

Wolfgang Laib (Art)

Thomas Struth (Photography)

Doris Dörrie (Film)

Scorpions (Music)

Nina Hagen (Music)

Andreas Gursky (Art)

Herbert Grönemeyer (Music)

Deutschrapp (Music)

Thomas Grünfeld (Sculpture)

Neo Rauch (Art)

Steffi Graf (Sports)

Jüdisches Museum Berlin (Museum)

Denkmal für die ermordeten Juden Europas (Memorial)

„Mazeltov Cocktail“ (Film, via Library, Kanopy)

documenta in Kassel (Art)

The German School System (Culture)

Everyday Differences between Germany and the US (Culture)

This exercise is designed as much to awaken your curiosity as to solidify knowledge. Still, any comments you can make to connect your topic with other material and with class discussions would be welcome.

Appendix 2: Syllabus Supplement

On Canvas you will find the syllabus supplement, which includes the following sections and subsections.

Language Resources and Information

- Learning and Mastering a Language
- Dictionaries
- Vocabulary
- Grammar
- Writing in German
- Webpages
- Further Learning

Grading Criteria

- Policy on Attendance and Tardiness
- Grading Scale for the University of Notre Dame
- Grading Scale for the German Program
- Criteria for Grading Class Contribution
- Criteria for Grading Short Written Contributions
- Criteria for Grading Papers
- Criteria for Grading Oral Examinations

University and Departmental Policies, Guidelines, and Support Structures

- 30000-Level Student Learning Outcomes
- Departmental Policy on Anti-Racist, Anti-Authoritarian Pedagogy
- Disability Accommodation
- Support for Student Mental Health at Notre Dame
- Student Privacy Statement
- Academic Code of Honor
- Global Engagement Certificate
- Notre Dame Foreign Language Week