

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GL 111
2. **Course title:** Topics in Germanic Culture
3. **Abbreviated title for class schedule (30 characters or less):** Topics Germanic Cult
4. **Credit hours:** 4

(note: if credits are variable, list range of credits (e.g. 1-8 credits))

Catalog description: Explores contemporary perspectives of German speakers around the world through topics related to everyday life, such as travel, agriculture and cuisine, national and regional identity, or issues in politics and society. Students explore Germanic cultural values and assumptions by engaging with personal narratives and cultural artefacts produced in German-speaking societies (e.g. in Austria, Switzerland, Liechtenstein, or abroad). Students deepen their understanding of Germanic worldviews by learning basic communication skills in the German language. Taught in English/German. Open to all levels of experience with German; no prior language experience required. Repeatable for up to 8 credits.

5. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

6. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

7. **Major/Class restrictions:** Please indicate any class or major restrictions:

8. **Is course repeatable?** Yes ☒ No **If Yes, list maximum credits:**

9. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:

10. **Fees:** List any course fees:

11. **Grade Mode:** Graded only: Pass/No Pass only: Option: ☒

12. CIP Code: Six-digit CIP code (check with your Division Director): 16.01

13. Special qualifications; Is course proposed for (yes/no):

A. University Studies? X If yes, list Strand(s) E

B. Honors?

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and
and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? Due to low enrollment, we will no longer be able to offer first and second year German. This course will give students opportunity to be exposed to German culture and prepare them for study abroad.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

This course will give students an opportunity to expand their communicative abilities in German and enrich their knowledge of linguistic, cultural, historical and sociopolitical issues relevant to the German-speaking world.

2. How does the course fit into the rest of the unit's curriculum? This course introduces students to the German language and cultural differences, goals parallel to our current 100 level offerings.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1=15; Year 2=20; Year 3=25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Dr. Maggie Gemmell
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course could be combined easily with Dr. Gemmell's teaching in USEM and International Studies
- c. If additional faculty members are needed, how will that need be met?

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

a. Are Hannon Library resources sufficient to meet the needs of this course?

Yes

b. Are any other resources needed to support this course? No

If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? Because this course will be taught primarily in English, but count for the Deficient in Foreign Languages, it could negatively impact enrollment in other language 101 and 102 classes. However, it could also be very positive for students who have previously struggled in languages.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:



Signature of Division Director



Date

4/29/16

Course Syllabus, GL 111

Don't be a Wiener Schnitzel: Intro to Germanic Food Culture & Language



From German sausage to Swiss chocolate, to the ever-misunderstood Austrian Wiener Schnitzel, we have likely all encountered Germanic cuisine in one form or another. This class delves into the regional cuisines and food cultures of the German speaking world, examining specialty dishes from different regions, local agricultural practices (including for organic farms), and food-buying habits of German speaking peoples. Other topics include alcohol and brewing practices, genetically modified organisms (GMOs) and their reception in German speaking countries, and general views of diet and health native to Germanic cultures.

Textbook - No textbook required. Readings and multimedia sources will be accessible via Moodle.

Course Format - Traditional face to face; two class meetings per week, each for 1 hour and 50 minutes.

Learning Objectives

The main objective of this course is that students are able to navigate German food culture: to order in restaurants, to find items they desire in grocery stores, and to ask food related questions.

- Learn German food vocabulary and basic phrases for ordering and inquiring about food
- Read a German menu and confidently select an appropriate item
- Research and describe a Germanic perspective on a particular food, food practice or healthy eating
- Use the metric system and follow an authentic German(ic) recipe
- Articulate Germanic perspectives on food related issues such as alcohol, organic farming and GMOs
- Contrast Germanic perspectives on food with those of their native culture

Through authentic texts, videos and websites (sometimes in translation, sometimes subtitled, sometimes in German), students explore various topics related to food, eating and food production in Germany and German-speaking areas. Comparisons between regions and to US-American culture help students grasp how practices differ in these areas and why; students are asked to reflect on the significance of the encountered cultural differences.

Each week, students will learn approximately 25 new German vocabulary words or phrases, in addition to English cognates; vocabulary knowledge is assessed in weekly vocabulary quizzes. Grammar instruction will primarily occur via online video instruction, while language related class time is spent on communicative interaction. Language instruction is differentiated for those with prior German experience, e.g. by having groups of more advanced students discuss food related experiences in past tense (not required for beginners).

Course Evaluation

Attendance and Participation	10%	Role Plays	10%
Quizzes	15%	Midterm Research Paper (2 pgs)	15%
Homework	20%	Final Food Project and Presentation	30%

Final Project and Presentation

In the culminating course project, students research cuisine from an area of their choice and create a menu using regional dishes from that area. Students outline a potential occasion where the menu would be served, and evaluate their options with respect to that venue. They must explain the importance and reasoning behind their selections and justify the ingredient choices and sourcing at each step of the process. Students submit a list of grocery items and equipment needed to make all the dishes involved, and select one dish to actually prepare, then reflect on their experience and compare the dish they made to an American dish they know. Each student presents their menu and cooking experience during the final exam period.

Week	Topics Covered	Sample Activities & Major Assignments
1	What do you know already? Influence of German Cuisine in US & the world. Regional differences in Germany, other German-speaking countries <u>Language</u> : leveraging knowledge of English with cognates, pronunciation, basic conversation (personal pronouns, verbs <i>haben, sein, essen, mögen; to have, to be, to eat, to like</i>), simplest food vocab (<i>das Essen, das Getränk; food, drink</i>), <i>gern</i>	<u>Internet research adventure</u> : explore different kinds of German dishes, pick 3 you want to try and describe them to a partner in class <u>Roleplay</u> : what foods do you like?
2	Eating at home, lunchbreaks, differences in typical meals, food waste, stores, buying locally, grocery shopping, seasonal availability (e.g. <i>Spargel, asparagus</i>) <u>Language</u> : food vocab (in the supermarket), talking about food origins, related verbs (<i>kochen, kaufen; to cook, to buy</i>), accusative case	<u>Internet activity</u> : create a grocery list in German for what you need this week, find items online at Edeka (or similar), answer questions about how you selected products, cost compared to US, etc. <u>Reading & response</u> : article discusses important factors in food purchases from German perspective; students answer questions and reflect on their own purchasing habits/logic <u>Roleplay</u> : at the supermarket...
3	Agriculture in German-speaking countries, organic foods, regulation of food production, GMOs, seals/verifications, regulatory bodies <u>Language</u> : countries of origin, basic farm-related vocab, discussing provenance (e.g. <i>kommen aus</i>), possessive pronouns, prepositions (<i>mit, ohne, zu</i>)	<u>Reading & response</u> : Translated quiz “how well-versed are you in organic products?” made for Germans; compare kinds of requirements <u>Activity</u> : Look in your fridge and make a list of places your food is from; discuss in class <u>Roleplay</u> : where is your food from?
4	Regional German cuisines, ordering in a restaurant, common drinks, tipping customs, seating arrangements, to-go <u>Language</u> : German food vocab by region (e.g. fish for northern areas), numbers and money, pronunciation of novel words	<u>Reading & response</u> : students from different groups get German menus that represent different regional cuisines; group presents overview of cuisine <u>Roleplay</u> : ordering at a restaurant (authentic menus) <u>Research paper</u> : link between food production and cultural practices (specific example)
5	City specialties, urban experimentation, fast food, influence of other cuisines (e.g. Turkish, Chinese) <u>Language</u> : modal verbs, health/nutrition vocab, <i>weil (because)</i>	<u>Activity</u> : compare menus from McDonalds in US, Germany, Switzerland & Austria <u>Roleplay</u> : ordering at a Dönerbude <u>Written reflection</u> : relationship between eating practices and values (esp. health)

6	<p>Swiss cuisine (Raclette, Fondue, Rösti), Liechtenstein (where is that?!), agriculture in Switzerland, cultural differences between Switzerland & Germany, specialties for the national holiday, French & Italian influence</p> <p><u>Language</u>: Swiss German-Schwiizerdüütsch, accent & dialect variation, uniquely Swiss food vocab</p>	<p><u>Written reflection</u>: small areas with vast diversity</p> <p><u>Roleplay</u>: communicating in CH with limited standard German</p> <p><u>Listening activity</u>: catching bits & pieces from a Swiss cooking show</p>
7	<p>Austrian cuisine (myth of the Wiener Schnitzel dispelled), Viennese coffee houses, agriculture in Austria, cultural differences between Austria & Germany (similarities/differences to Swiss)</p> <p><u>Language</u>: Austrian German, accent & dialect variation,</p>	<p><u>Roleplay</u>: Kaffeehaus experience, treating someone to coffee & cake</p> <p><u>Listening activity</u>: listening to the Austrian dialect in songs - Austropop!</p> <p><u>Textual analysis</u>: analyze and discuss translation of autropop song lyrics (themes: food production, climate change, energy)</p>
8	<p>Alcohol culture in German-speaking countries, cultural implications of lower drinking age, distillery traditions,</p> <p><u>Language</u>: drinking vocabulary, socializing & basic smalltalk</p>	<p><u>Critical discussion</u>: Germanic vs. US-American approaches to alcohol in society</p> <p><u>Roleplay</u>: at the bar or beer garden...(ordering, meeting people)</p>
9	<p>Desserts by region, chocolate, marzipan, seasonal specialties, common holidays and where they came from (Easter, Christmas, national holidays)</p> <p><u>Language</u>: holidays, basic vocab for celebrating, simple past tense and past for regular verbs</p>	<p><u>History</u>: development of holidays & traditions in German-speaking countries, Christianity blending with or usurping tribal culture</p> <p><u>Roleplay</u>: what do you eat on...(holidays); is that traditional holiday fare?</p>
10	Review, conversation practice	Presentations of final project websites, review