

**GERMAN 352**  
**GERMAN CIVILIZATION AND CULTURE**

Professor: Dr. Christy  
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Office Hours: TBA

**Texts:** *Cambridge Companion to modern German Culture*. ISBN: 0521568706.

*Germany: A New History*. ISBN: 0674806883.

**Objectives:**

1. Familiarity with major aspects of German culture, particularly in the twentieth century
2. Understanding of the historico-social background of major events and trends
3. Familiarity with the geography and politics of the Federal Republic of Germany

**Procedure:** Lectures will be supplemented by and integrated with discussion of assigned readings from the course texts. Attention will be focused on major figures, seminal ideas, events and trends. Students will select report topics which they find particularly interesting, and will present basic information and personal views in the form of in-class reports. A number of important German films/videos will be shown to enhance and illustrate major themes.

**Expected Learning Outcomes:**

Upon completion of the course, it is expected, in conjunction with the objectives given in the *Course Objectives and Assessment* table, that students will:

- have expanded their knowledge and understanding of German culture in all its manifestations, with particular focus on the twentieth century and on current issues and developments. Students should be able to discuss these topics effectively in German, within the framework of the ACTFL Guidelines specified below.
- be performing at ACTFL Level Intermediate-High (ACTFL = American Council on the Teaching of Foreign Languages). The guidelines this organization has developed for measuring language competency have been adopted by academic, governmental, and commercial institutions involved in foreign language instruction. For more information please

consult [www.actfl.org](http://www.actfl.org)). As regards the targeted four skills of listening, speaking, reading, and writing, this proficiency level reflects competency as follows:

- Listening:

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

- Speaking:

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

- Reading:

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

- Writing

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives

used to the writing of non-natives.

- have refined their oral communication skills and aural comprehension skills through development and enactment of situation-specific dialogues and through audio-visual, online, and software materials.
- have expanded their basic vocabulary and acquaintance with elements of German culture

As a course fulfillment requirement, and as a means of assessing progress and performance with respect to the *ACTFL Guidelines*, a Modified Oral Proficiency Interview (MOPI) will be administered at the beginning and end of the course. Additionally, each student will complete, in the Language Lab, or online [<http://webcape.byuhtsc.org/nwcregister.php?acct=una> ] , the *Webcape Exam* at the beginning and end of the course.

#### Course Objectives and Assessments

OBJECTIVE	ASSESSMENT
290-3-3-.11(2)(a)1.(i) Knowledge of grammatical organization (phonology, orthography, morphology, vocabulary, and syntax) and textual organization (cohesion, coherence, and rhetorical organization) for receiving and producing original and accurate messages in the target language.	MOPI Exams. Webcape Exams. Interpretation of course readings used in conjunction with course textbooks. Final Exam.
290-3-3-.11(2)(a)1.(ii) Knowledge of pragmatics (the effect of context on language) for appropriate usage of the target language in different language-specific settings.	MOPI Exams. Webcape Exams. Interpretation of course readings used in conjunction with course textbooks. Final Exam.
290-3-3-.11(2)(a)1.(iii) Knowledge of travel and study opportunities in the target culture or in pseudo-immersion experiences for maintaining and improving proficiency.	Interpretation of course readings used in conjunction with course textbooks. Reports.
290-3-3-.11(2)(a)2.(i) Ability to receive and produce original and accurate messages in all three modes (interpersonal, interpretive, presentational), employing knowledge of grammatical and textual organization of the target language.	MOPI Exams. Webcape Exams. Interpretation of course readings used in conjunction with course textbooks. Final Exam.
290-3-3-.11(2)(a)2.(ii) Ability to use pragmatics to receive and produce messages in the target language that are appropriate for different situations and for different people.	MOPI Exams. Reports.
290-3-3-.11(2)(a)2.(iii) Ability to observe	MOPI Exams. Reports.

similarities and differences between languages when immersed in authentic language settings.	
290-3-3-.11(2)(b)1.(i) Knowledge of target culture practices including daily life, customs, and cultural patterns.	Reports. . Interpretation of course readings used in conjunction with course textbooks. Final Exam.
290-3-3-.11(2)(b)1.(ii) Knowledge of target culture perspectives including values, patterns of thought, beliefs, and cultural assumptions.	Reports. . Interpretation of course readings used in conjunction with course textbooks. Final Exam.
290-3-3-.11(2)(b)1.(iii) Knowledge of target culture products including art forms; geography and history; social, economic, political, and religious institutions; ecology, and technology.	Reports. . Interpretation of course readings used in conjunction with course textbooks. Final Exam.
290-3-3-.11(2)(b)2.(iii) Ability to use tools of inquiry to discover similarities and differences between native and target culture products such as geography, political institutions, and ecology.	Reports. . Interpretation of course readings used in conjunction with course textbooks. Final Exam.

**Grade:**                      **REPORTS:**                      75%  
**FINAL EXAM:**                      25%

**Absence Policy:** Consult the current *UNA Catalog*.

*It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. If you have a disability that may prevent you from meeting the course requirements, contact the instructor within the first three class sessions to file a Student Disability Statement and to develop an accommodation plan. Course requirements will not be waived but accommodations will be made to allow you to meet the requirements, provided that you are timely in working with the instructor to develop an accommodation plan.*