

Application for a New Course v9

Course ID <i>Subject and Number</i>	GLST 214: Global Studies: Peoples and Cultures of Germany and Europe
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Ron Morgan (with Stephen Shewmaker of the Center for International Education)
2	Course Teacher	Various visiting professors to Leipzig program
3	Course Title	Global Studies: People and Culture of Germany and Europe
4	Course Abbreviation (if title is over 30 characters)	People & Culture of Germany & Europe
5	College	Arts & Sciences
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Introduction to German history, society and culture, with attention to the legacy of the

		German Democratic Republic (GDR) and some attention to wider Europe. Students look in depth at specific cultural components such as government, religion, business, family structures, cultural values and worldviews.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	No
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Each Spring in Leipzig, Germany
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Annually
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
26	List course/s that should be deleted. <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	No deletions required
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, it has been offered for several years as INTS 240.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements. Degree Plan (Continued) Explanation of how this course affects degree requirements.	GLST 214 will count as elective credit for the B.A. or Minor in Global Studies; it will NOT be a degree requirement since most students do not study abroad in Germany. Our plan is for the course to also fulfill General Education requirements for Social Science and/or Cultural Awareness.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The creation of a permanent number for this course gives it the same status as similar courses offered in Oxford and Montevideo. For years students have taken this course without it counting towards the B.A. in International Studies nor towards any General Education requirements. We want to rectify that and give it permanent status and greater

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Open to every ACU student who spends a semester in Leipzig.
2	State the overarching course goal(s) in performance terms.	<i>See competencies and measurements that follow. These equate to my "overarching course goal(s) in performance terms."</i>

2. Competencies and Measurements

	Competency	Measurement
	<i>Students will successfully</i>	<i>In each case below, see syllabus for details.</i>
1	Critically examine German and European social values, historical memory, and politics	In weekly writing, critically analyze topical readings and lived experience at three levels: description, analysis, and application.
2	Articulate nuanced, well-informed understandings of the values that undergird German social practice and the political project of the new Europe.	Student group presentations on chapters from books by Greg Nees and T.R. Reid.
3	Compare and contrast strategic cultures of Germany and the U.S. in the areas of international law, conflict, and the role of military solutions.	Write a critical essay in response to Robert Kagan's 2002 essay, "Power and Weakness."
4	Engage the local community and reflect missionally on experience.	In final paper, explain the mission and work of the student's service institution of choice, and reflect on the Service Learning experience.

3. Text and Resources

- See attached syllabus for required reading list.*
- For combined undergraduate/graduate courses, make two lists: **NA**

IV. Supporting Documentation

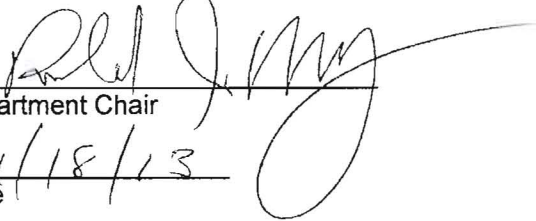
Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
11/18/13
Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: GLST 214

Course Title: Global Studies: Peoples and Cultures of Germany and Europe

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒

Denied ☐

[Signature]
College Dean or Director

11-26-13
Date

Approved ☐

Denied ☐

College Dean or Director

Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐

Denied ☐

Dean of Graduate School

Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐

Denied ☐

Associate Provost

Date

4. University General Education Council Action: (when applicable)

Approved ☐

Denied ☐

Provost or designee

Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐

Denied ☐

Chair, University Budget Committee

Date

6. Academic Provost Action: (for all courses)

Approved ☐

Denied ☐

Provost

Date

7. President of the University Action: (for all courses)

Approved ☐

Denied ☐

President

Date

Attach notes, comments, or conditions from appropriate councils:

GLST 214
An Introduction to the Peoples and Culture Germany and Europe
ACU in Germany
Professor: Various

T/R 15:00-16:15

Professor's email address:

Office hours: by appointment

I. Introduction to Course and Requirements

A. Course description, audience and academic credit. This interdisciplinary course examines contemporary German society and culture, with particular attention to East Germany before and after 1989 and to the regions of the former Yugoslavia. We will explore German and European values and social morés, dynamics of human conflict and reconciliation, the problem of historical memory in Germany, and the European Union as a unifying force today. Required for all students in the ACU-Germany program, GLST 214 [will fulfill] General Education requirements for Social Science or Cultural Awareness. We will seek to filter course themes through a biblical, Christ-centered worldview, and consider the moral, spiritual, and societal implications of our study abroad experience. (3 hour credit).

B. Course Mission: Towards Global, Critical & Missional Thinking and Living.

1) Foster Global Awareness. This course contributes to ACU's mission "to educate students for Christian service and leadership throughout the world." As such, a primary goal of the course is to foster global- and local-consciousness. Engaging our world through Service Learning, peer mentor relationships, interdisciplinary readings, experiential learning, and theological reflection, students will cultivate culture learning skills, develop empathy for the "other," and see the interconnectedness of events, peoples and systems around the world.

2) Develop Critical Thinking. While scrutinizing the underlying dynamics of German society, we will also practice critical self-evaluation in order to discern how lessons learned should inform and transform us as global actors. As critical thinkers, we will seek truth from a diversity of sources, rather than limit our dialogue to those of our own tribe. Whether the theme is economic theory, religious ecumenism, cultural difference, or just war, we will listen to a host of voices and evaluate what they have to say.

3) Stimulate a sense of local and global mission through local Service Learning. It would be unfortunate if the experience of living, traveling, and studying with fellow Americans kept ACU students isolated from European society. This course encourages direct interaction with local people through the required service hours. Similarly, our travel to Croatia and Bosnia-Herzegovina will include face-to-face encounters with young people of the region.

C. Required readings:

Galloway, Steven. *The Cellist of Sarajevo*. Riverhead Trade; Reprint edition (March 31, 2009), ISBN-10: 1594483655; ISBN-13: 978-1594483653.

Hensel, Jana. *After the Wall: Confessions from an East German Childhood and the Life that Came Next*. PublicAffairs (Tra edition), 2008. ISBN-10: 1586485598.

Nees, Greg. *Germany: Unraveling an Enigma*. Publisher: Intercultural Press (January 2000). ISBN-10: 1877864757.

Reid, T.R. *The United States of Europe: The New Superpower and the End of American Supremacy*. Penguin Books, 2004. ISBN 0-14-303608-4

Wiesenthal, Simon. *The Sunflower: On the Possibilities and Limits of Forgiveness*. New York: Schocken Books, 1998.

II. Student Learning Competencies and their Measurements

	Competency	Measurement
	<i>Students will successfully</i>	
1	Critically examine German and European social values, historical memory, and politics	In weekly reflective writing, analyze topical readings and your lived experience at three levels: description, analysis, and application.
2	Articulate nuanced, well-informed understandings of the values that undergird German social practice and the political project of the new Europe.	Student group presentations on chapters from books by Greg Nees and T.R. Reid.
3	Compare and contrast strategic cultures of Germany and the U.S. in the areas of international law, conflict, and the role of military solutions.	Write a critical essay in response to Robert Kagan's 2002 essay, "Power and Weakness."
4	Engage the local community and reflect missionally on experience.	In final paper, reflect on the Service Learning experience (see syllabus for details).

III. Course requirements & Evaluation of student learning.

A. Grading Scale: Final grades are calculated based on a 10-point scale: A=90-100, B=80-90, etc. An "F" reflects a course average below 60% **OR** excessive absences **OR** a failure to complete minimum Service Learning requirement.

Attendance policy: You do not gain points by attending, but you may lose points from your final average by missing class, as follows: 0 absences = +1; 1 = 0; 2 absences = -3; 3 = -7; 4 = -12; 5 = -18; 6 = -25; 7 = fail.

B. Completion of Service Hours and reflection paper (10%)

Serve a *minimum* of 20 hours during the semester in one of the three entities arranged by the Freiwilligen Agentur. Report your hours for each week that you perform service in the Facebook "GLST 214 in Leipzig" group, in a Discussion Topic created for the purpose. In your final paper, include the following reflection on your volunteering experience: describe the entity you served (and its mission), the nature of your service activity, relationships you gained, and how the experience contributed to your personal growth.

C. Reflective Writing on Topical Readings and Lived Experience (45%)

Critical engagement with European social values, historical memory, and politics is crucial in a study abroad setting; thus, student "reflection" on readings, discussions and experiential learning is essential to the learning process. But effective "reflection" entails much more than "I think" stream-of-consciousness writing. Your reflective writing should include the following dimensions, though not necessarily divided into separate sections.

Description: What did you read? (Directly engage the assigned text, summarizing its content with attention to key points or themes, using particular terminology employed by the author. If there are multiple readings, seek to integrate themes common to the entire body of readings, while also acknowledging the particularities of each source.)

Analysis: What does it mean? What are the implications? (Don't just repeat back what the writers say; rather, you should analyze, explain, compare, contrast, challenge, endorse, etc.)

Application: How does it challenge you personally (e.g., by challenging your self-understanding, worldview and values, or by inviting you to a personal missional response)?

Each reflective writing assignment should be completed and posted into the appropriate Topics link before class time on the date mentioned in the "topic" link heading. Your writing should engage the readings directly, using specific language to engage specific themes or concepts.

D. Two Group Presentations (20%)

Working in teams of two, students will make 10-12 minute presentations from selected chapters from Greg Nees, *Germany: Unraveling an Enigma*, and T.R. Reid, *The United States of Europe*, and then lead a wider discussion of their topic. The goal of this exercise is to attain deeper understandings of the values that undergird German social practice and the political project of the new Europe. [Note: Team members must meet with professor at least one week prior to presentation date to discuss priorities and approaches.]

Criteria for Strong Presentations:

Content. Thematic overview of the readings, pointing to the main issues raised, particularly challenging insights, and/or questionable conclusions.

Analysis. Critically consider how these themes, points, etc. align (or not) with your lived observations of German culture (e.g., news, social observation, conversations, films)?

Thoughtful Provocation: Prepare good, not-cliché questions that will force them to thoughtfully engage with your topic by connecting their own observations and experienced of German (or European) society and institutions at work.

Dates, Topics, and Team Assignments:

Date	Topic	Chapter	Team
Mar. 2	German Culture	<i>Enigma</i> , Ch. 4, Communication Patterns	1. _____
		<i>Enigma</i> , Ch. 5, Social Market Economy	2. _____
		<i>Enigma</i> , Ch. 6, Business Relationships	3. _____
		<i>Enigma</i> , Ch. 7, New German Identity	4. _____
Apr. 13	E.U.	Reid, <i>U.S.E.</i> , Ch. 3, Almighty Undollar	1. _____
		Reid, <i>U.S.E.</i> , Ch. 4, Welch's Waterloo	2. _____
		Reid, <i>U.S.E.</i> , Ch. 6, European Social Model	3. _____
		Reid, <i>U.S.E.</i> , Ch. 8, Generation E	4. _____

E. German and American Strategic Cultures: Critical Essay on Robert Kagan's "Power and Weakness" (25%)

Based on your reading of the *entire* essay, as well as Chapter 7 in T.R. Reid's *The United States of Europe*, write a paper (1200-1500 words) that both summarizes and critiques (pro or con) Kagan's explanation for the differences between U.S. and European approaches to international relations in recent decades. Pay attention to his arguments based on historical, ideological and economic factors. What judgments does he make about both the European and U.S. position? How have European critics replied to Kagan's position? (See Reid).

At a personal level, how do these ideas challenge your understanding of today's world, as well as your role or mission as an American, a Christian and a global citizen? (Here you may show how concepts and outlooks from the Kagan article, as well as the critique implicit in Reid's response, intersect with other things you have read and experienced this semester.) Think globally, critically, and missionally!

IV. General Course Policies

A. Attendance policy

Attendance will affect the student's final course average as follows: 0 absences = +1; 1 = 0; 2 absences = -3; 3 = -7; 4 = -12; 5 = -18; 6 = -25; 7 = fail. (Note: I do not distinguish between "excused" and "unexcused" absences; any and all misses are included in one's attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss.)

B. Academic Integrity

It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments.

Consequences for violations include a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

C. Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

D. Policy on phones, social media, or recording in the classroom

Please set cell phones to "silent" during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

E. Policy on questionable material

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- *Does the material simulate or portray actual life experience that enhances the learning potential of this course?
- *Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
- *Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

General Guidelines for Student Communication, Discussion and Wiki Content

The online environment is such that opportunities exist for students to post items that may not be tasteful or appropriate. Students, faculty and facilitators are expected to participate in all interactions with a tone of congeniality, professional courtesy, morality and Christian standards.

The following items are not considered appropriate.

- * Content that may infringe on the rights of a third party.
- * Items that make inappropriate use of hate or racist symbols or materials that glamorize the actions of hate or racist organizations or their leaders, past or present.
- * Use of marks that signify hate towards another group of people.
- * Inappropriate content, nudity or images that defame (deprecate) the human body.
- * Content that exploits images or the likenesses of minors.
- * Obscene and vulgar comments and offensive remarks that harass, threaten, defame or abuse others.
- * Content that glamorizes violence, is obscene, abusive, fraudulent or threatening.
- * Content that glamorizes the use of "hard core" illegal substances and drugs.
- * Use of God's or Jesus Christ's name, image or representation in a way that is offensive, as determined by Christian standards and the standards of Abilene Christian University.

The list outlined above should NOT be construed as an exhaustive list of offensive material but rather as a general guideline for you to follow. The lead teacher of each course will determine whether your content is in compliance with the guidelines outlined on this page. Both the lead teacher and the facilitator retain the right to immediately remove any content that is deemed inappropriate.

September 11, 2013

Dr. Ronald J. Morgan
History Department
AD Building 321
Abilene Christian University

Re: New Course Application: GLST 214

Dear Dr. Morgan,

Thank you for the submission of your new course application. The Adams Center course evaluation team has had the pleasure of reviewing GLST 214: Global Studies: Peoples and Cultures of Germany and Europe. We reviewed your application using the front matter to the Application for a New Course v9 hosted on the Adams Center's course design website. The application has been thoroughly completed and it is encouraging to see the ways this course will be forming the thoughts, understanding, and future of our students.

We have only the following very minor suggestions/ considerations:

- Under part II "Curriculum," under item 1, it may be helpful to clarify if this course is also fulfilling a General Education requirement, will it need to be cross-listed?
- Under part III "Course Design," under item 1, it mentions this will be "Open to every ACU student who spends a semester in Leipzig. Will study abroad function as a prerequisite for this course? If so, you will want to list that under I.18.

If there is any aspect of the application you would like to discuss further, please let me know and we can schedule a time. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

For the Adams Center,

Scott E. Hamm, DEdMIN
Instructional Designer
Adams Center for Teaching and Learning

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 10, 2013
TO: Dr. Ron Morgan
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for GLST 214 – Global Studies : Peoples and Cultures of Germany and Europe

After reviewing the course application and syllabus, the library can adequately support the course. Please let your library liaison, Karen Hendrick (hendrick@acu.edu) know if there are resources that the library needs to purchase in order to support the course. Thank you for letting us examine the course proposal.