

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number GER341 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

See attached application to include GER341 in Arts and Humanities

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
✓ 3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
<i>Steven Moore</i>	9-16-22
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	GER341: Survey of German Film
Terms offered:	Spring, even years
Catalog description:	Active viewing and analysis of major cinematic works from German-speaking regions
Course prerequisites:	GER222
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	NA
Other general education menus on which the course appears or you are applying for:	Cultural Literacy

Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or fewer).

While students broadly enjoy watching films, this course gives them an introduction into German cinema—a branch of film that is simultaneously influential and underrepresented in American viewing. By studying the history, range, and development of German film, students are “expose(d)...to other cultures, time periods, and points of view,” and “emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one’s own personal worldviews,” particularly by the inclusion of Weimar, Nazi, and Post-War cinematic periods in the course.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or fewer).

This course is significantly different from its prerequisite—while language is still a component of the course, there is far greater focus on understanding the development of particular cultural phenomena. Moreover, understanding the relationship between cultural production and the forces that lead to its creation is precisely what a liberal arts education should pursue.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one’s internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or fewer).

By watching, discussing, and analyzing films from each of the periods of German cinema described in the syllabus.

Describe how the course meets the C2 outcome (100 words or fewer).

Analyzing and contextualizing the films discussed in class.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or fewer).

By reading about and discussing the development of German cinema, a field outside of the experience of the majority of our student body, students can understand global, historical, and cultural experiences of those filmmakers. Moreover, studying cultures

outside of one's own provides students with a mirror by which they can reflect on their own culture. As Archimedes quipped, "give me a long enough lever, and a place to stand, and I can move the world." Understanding cultures outside of your own gives you a place to stand.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	Blog posts and class discussion.
Outcome C2	Class discussion, film quizzes.
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	Blog posts and final paper (B1, 2, and 3).

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.

Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

German 341: German Cinema

ACU Department of Language and Literature

About the Course

Course number and title: GER 341: Survey of German Film

Meeting time and place: Tues./Thurs. 4:30-5:50pm, Hardin Administration Building 327

Topic: In this course, you will be introduced to German language films, and will discover the dynamic history of German Cinema, from its beginnings at the turn of the 20th century to the present day.

Professor: Leslie Reed

Office location: ADM 216F

Phone number: (404) 310-8448

Email address: ler16a@acu.edu

Office Hours in AD 216F: Mondays 9am-12pm, 3pm-4pm; Wednesdays 3pm-4pm; Fridays 10am-11am. These are in my office (AD 216F). Additional office hours are available by appointment: ler16a@acu.edu.

Zoom Office Hours: Thursdays from 10am-11am. The link is on the “Home” page of the Canvas course. The passcode is: **Deutsch**. Additional zoom office hours are available by appointment: ler16a@acu.edu.

Mission Statements

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Department Mission: The Department of Language and Literature cultivates the effective use of language-- through extensive reading and writing in English and mastery in other languages-- as a powerful tool for communication, collaboration, creativity, and critical thinking in Christian service and leadership throughout the world.

Unique Christian Perspective: The study of cinema is the study of humanity. As Christian thinkers, it is essential that we engage with the larger world, bringing our worldview to bear even in difficult areas of study. By engaging in the study of humanity, we can be the intersection at which the brokenness of the world comes into contact with Christ's grace.

Course Content

Outline of topics: This course will cover the broad trends of German film, exploring the development of German cinema and film theory: Cinematic beginnings, Weimar Cinema, Nazi Cinema, Post-war films, *Vergangenheitsbewältigung* in Cinema, New German Cinema (1970s), DDR Kino, and modern cinema. The idea of the course is to give a broad sampling of films, in order to help students kindle an awareness of how German cinema developed and to have a working knowledge of the main trends of German film and film theory.

Format of Class

Format of Class: The class is divided into modules, representing various cinematic periods in German film history. Each week, students will be assigned readings on either film history or film theory, and once a week will watch a film (typically outside of class). Class periods will consist primarily of discussions of the **texts** and **films**, with short **lectures** on historical context. Occasional reading/film comprehension **quizzes** will be assigned in addition to other assessments, including semi-weekly **blog discussions**. There will also be a **midterm**, a **final paper** and a (very small) **final quiz**.

Instructional Materials

Textbook and Materials:

Hoffgen, Maggie. *Studying German Cinema*. Leighton: Auteur, 2009. Print.

You will also need to **budget in the cost** of renting some of the films on Amazon Prime. Other films may be available through the library, but you will need to plan ahead.

Learning Outcomes

Course goal: By the end of the course, students should be able to recognize major German films, classify them into their appropriate period, summarize major film theories, explain the progression of German cinematic history, execute reasoned argumentation with their peers in German, implement basic film terms in German, and produce a term paper demonstrating a deeper engagement with a film, director, or theorist.

Assessment and Grading

Assessment activities

Assessment Activities	Weighting
Attendance and Participation	10%
Reading/film quizzes	20%
Mid-term exam and final quiz	20%
Blog posts (8-10 posts)	25%
Final Paper (6-8pgs)	25%
Total	100%

Final grade calculation

Range of Points	Final Letter Grade
92%-100%	A
80%- 91%	B
70%-79%	C
60%-69%	D
Below 59%	F

University Policies

ADA compliance: 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 325-674-2667.

Academic integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, here: <http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

Harassment policy: As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).

Course Policies

Attendance

Your success depends on regular attendance and active participation in every class. You are expected to attend every class. However, since we are currently experiencing a global pandemic, we may have to be flexible as to how we hold class.

This semester we are expected to hold face-to-face class. You are expected to be in class each class period. If you are not in class (because you skipped it) your participation grade will be 0 for that day.

However, due to the pandemic, required quarantine/isolation or other health reasons, there may be times when some or all of us need to “attend” class while being physically at home. If this happens to you (while the rest of the class is still meeting) you ARE required to attend class on Zoom during normal class times (unless you are actively ill). If not present, you will be asked to complete a participation assignment in addition to studying the missed information (reading/powerpoint /handout/etc.) and doing all normal in-class and homework assignments.

If you need to miss class *for health reasons* (while the rest of us are still meeting), you should let me know in advance and clarify with me how the class will be made up (i.e. what your participation assignment will be, if you should study on your own, if the class will be on Zoom, if the lecture will be recorded, etc.)

If you need to miss class for NON-health reasons, you will get a 0 for participation, unless it is a university excused absence. This semester is going to be complicated enough without me trying to do a bunch of make-up classes for people who overslept their alarm clocks. ;)

If you have a serious extenuating circumstance, such as a death in the family, please let me know, and we can work out a plan.

If for any reason ACU decides to (temporarily) move all classes online at any point, you will be expected to attend Zoom classes during our regular meeting time.

If I/several of us/our whole class is exposed to COVID and the whole group needs to meet online for two weeks of quarantine, we will do so with Zoom. If this happens, plan to be online (on Zoom) during our normal class period.

Regardless of why you are absent, it is your responsibility to find out what was covered in class.

I do not give make-up quizzes, make-up tests, or make-up work. If you miss an assignment, you get a 0, unless you have made arrangements with me in advance.

TL:DR: If you are not going to be in class for health reasons, **let me know in advance**, and we will figure out a plan. Otherwise, don't skip class. As always, **you are responsible for what happens in class** whether you are there or not. Get notes from a friend!

Participation

Active class participation is an important part of this course. Students are expected to have done the readings in advance and to come to class *prepared to contribute* to discussions. You must contribute daily to the class discussions to receive participation credit, as well as engaging in any class activities, and the online weekly blog discussions. The quality of your blog discussion contributions will be graded separately, but late/missing discussion posts will also damage your participation grade.

Late assignment/exam

Late work will not be accepted, except in extenuating circumstances. In such cases, you must communicate with me *in advance* of the deadline to determine a strategy to fit your situation. All late work will still be subject to a late penalty at my discretion, generally 10% per day late. This policy applies to missed quizzes/exams as well.

Technology use

Phones, iPad, computers, etc. can be excellent learning tools. They are certainly permitted in class, and will daily be used in class (our reading quizzes will be administered through Canvas). What is NOT allowed during class is the use of your tech for personal/non-class related things. The use of technology for non-class purposes may result in: a 0 in participation and/or attendance for the day, a 0 on any graded classroom activity for the day, and/or dismissal from the classroom for the rest of the class period, at my discretion.

Use of German Resources

Online and paper dictionaries are great resources that are always permitted for class assignments, including reading and writing assignments. Some favorites are:

www.dict.cc www.leo.org www.linguee.com
www.pons.de <http://dict.tu-chemnitz.de/>

Online translators (i.e. Google Translate) can be helpful in very specific circumstances (such as when traveling, or when working with a language you have never learned at all). You are also welcome to use them to help decipher a difficult passage in the text. However, where submitting class work (**especially essays**) is concerned, online translators **are inappropriate**. Since this is a language class (albeit an advanced one), you are expected to be using language (e.g. conjugating verbs) on your own. Learning to use the language within the limits of your abilities is a skill we are building in this class. Using Google Translate is therefore using someone's else's language skills and is *not considered your own work*. Violations may be subject to the Academic Integrity Policy.

Human resources, such as native speakers, advanced students, and tutors can be very helpful in explaining difficult passages and acting as partners in conversation. If you know anyone like this, it would be fantastic to practice your German or discuss texts with them. However, *they are not permitted* to correct your essays or other assignments. Your work must be your work. Violations may be subject to the Academic Integrity Policy.

Offensive Language/Situations

Contemporary and historical films often contain language or situations which might be described as offensive, or possibly disturbing or triggering. No student is ever required to view material that he or she believes to be spiritually damaging. If a student earnestly believes that a certain work will damage him or her spiritually, the teacher will make a substitute assignment. However, one attribute of an educated Christian is the ability to respond intelligently and courageously to irreligious or antireligious works of art. A person who earnestly wants to be both a Christian and an educated person should recognize that mere offensiveness does not make a literary work spiritually damaging. Its offensiveness may, in fact, put a reader on guard spiritually.

Some movies will be offensive or disturbing to some viewers. But it does not follow automatically that those films promote heresy, worldliness, or spiritual despair. To equip Christian students to function professionally as teachers, actors, critics, and moviegoers, this course has to *confront what is being written, studied and produced*. That's why some assignments are made that may be personally distasteful. If you have questions or concerns, or are concerned about scenes that may present trigger situations for you personally, by all means discuss them in advance with the instructor.

Mandated Reporting

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating violence, domestic violence, or stalking that you report to me. If you would prefer to share information in a more confidential setting, I encourage you to speak with someone in the **ACU Counseling Center**. All of your options are available for review by clicking on the weblink to **ACU's policy**.

Calendar

Readings should be completed before class on the due date stated. Films should be viewed before class on the due date stated, unless otherwise marked.

Be sure to check Canvas ahead of each class to determine what blog posts/quizzes are coming up!

All dates and assignments are subject to change.

Wilhelmine und Weimar

- 11. Jan.: Einführung and Introduction to Weimar Cinema
- 13. Jan.: *The Cabinet of Dr. Caligari***
- 18. Jan.: Hoffgen Ch. 1
- 20. Jan.: *Metropolis***
- 25. Jan.: *Die Büchse Pandora*** *AND Der blaue Engel! And read Ch. 2*

Drittes Reich

- 27. Jan.: Hoffgen Ch. 3
- 1. Feb.: *Triumph des Willens*** *AND pitz palü, Olympiad and muenchhausen, ami prop*
- 3. Feb.: Hake Ch. 3
- 8. Feb.: *To Be or Not to Be***

10. Feb.: *Ich klage an**

Die Nachkriegszeit

15. Feb.: Hoffgen Ch. 4

17. Feb.: *Die Mörder sind unter uns***

22. Feb.: Hake Ch. 4 part I

24. Feb.: *The Third Man** (Film Noir), Hake Ch. 4 part II also **Scarlet Street**

1. März: Midterm

DDR

3. März: Hake Ch. 5 part 1 (up to pg. 140) + **Midterm**

8. März: *Der geteilte Himmel**

10. März: Hake Ch. 5 part 2 (140-the end)

15. März: Frühlingsferien! Keine Klasse!

17. März: Frühlingsferien! Keine Klasse!

22. März: *Heisser Sommer**

24. März: Hoffgen Ch. 6

29. März: *Jakob der Lügner* ('75)*

BRD

31. März.: Hoffgen Ch. 7

5. Apr.: *Ali: Angst Essen Seele Auf****

7. Apr.: Hoffgen Ch. 11

12. Apr.: *Lola rennt****

Nach der Wiedervereinigung

14. Apr.: Hake Ch. 7

19. Apr.: *Unter Nachbarn** **Final paper idea due!**

21. Apr.: *Sophie Scholl: Die Letzten Tage****

26. Apr.: TBD **Final paper proposal due!**

28. Apr.: Wiederholung

*We will watch in-class.

**Available on YouTube.

***Available to borrow.

Final Exam: Wednesday, May 4, 4-5:45pm. *It is actually just a short quiz – not really an exam.*

The Final Paper: due on Friday, May 6 by 5 pm on Canvas (*though you are encouraged to turn it in earlier if convenient*).

3 Due Dates to keep in mind: Tuesday, April 19th, Tuesday, April 26th and Friday, May 6th.

Abgabetermine:

Dienstag, den 19. April – Be prepared (verbally) in class to tell me what two films you will be writing on, and let me know if you will need help acquiring a film. Some films will not be obtainable, so we may have to adjust your paper if that is the case. Better to find this out earlier than later!

Dienstag, den 26. April – Your paper proposal is due. This should be a written submission (submitted on Canvas), 1-2pgs, in the language you intend to write your paper in. It should include:

- a clear thesis statement (you can change it later if you need to) as a starting point
- 1-2 paragraphs on the topic of your paper, the films/themes/directors considered, and the general direction of your argument
- a works cited section (MLA, Chicago, APA are all fine) with at least 5 sources you *intend* to use

Freitag, den 6. Mai – Die Semesterarbeit muss spätestens um 5 Uhr nachmittags per Canvas abgegeben werden.