

Statement of Department of German and Scandinavian on Learning Objectives for our Programs

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In consultation with tenure-stream faculty and career instructors

I. Learning Objectives for Undergraduate Programs in the Department of German and Scandinavian

A. Learning Objectives for Majors

1. German Major with Language, Literature, and Culture Focus

a. Language: Students should master skills in listening, speaking, reading, and writing up to an advanced level, and become proficient users (C1-level) of German according to the internationally recognized standards and proficiency levels determined in the Common European Frame of Reference for language learning (CEFR).

b. Literature: Students should be able to identify, define, and illustrate with major works of literature the main concepts of literary analysis, in their forms specific to the German-language traditions, including the major periods/movements (and their social-historical conditions), genres, and interpretive paradigms, as well as several main themes.

c. Culture: Students should be able to describe and provide examples of several main aspects of contemporary German culture, including governmental structures, major news media and periodical publications, and contemporary cinema, literature, and arts.

d. Critical Thought and Writing: Students should be able to write essays of 5-7 pages that argue fluently in a coherent, logical, and persuasive manner for independently developed interpretive positions on cultural artifacts of verbal and nonverbal form.

e. Consciousness of Diversity: Students should be able to describe two or three significant minorities (religious, cultural, racial, or otherwise) in any given period of German history since the Reformation, and to identify the main positions that existed on such minority/majority antagonisms or tensions in that given period, with concrete examples.

2. German Major with Scandinavian Focus

a. Language: Students should attain proficiency in one Scandinavian language, in listening, speaking, reading, and writing. ACTFL guidelines are used in the determination of proficiency standards.

b. Literature: Students should be able to identify, define, and illustrate with major works of literature the main concepts of literary analysis, in their forms specific to the

Scandinavian-language traditions, including the major periods/movements (and their social-historical conditions), genres, and interpretive paradigms, as well as several important themes.

c. Culture: Students should be able to describe and provide examples of several main aspects of contemporary Scandinavian culture, with respect to at least one Scandinavian country, including governmental structures, major news media and periodical publications, and contemporary cinema, literature, and arts.

d. Critical Thought and Writing: Students should be able to write essays of 5-7 pages that argue fluently in a coherent, logical, and persuasive manner for independently developed interpretive positions on cultural artifacts of verbal and nonverbal form.

e. Consciousness of Diversity: Students should be able to describe two or three significant minorities (religious, cultural, racial, or otherwise) in any given period of Scandinavian history since the Reformation, and to identify the main positions that existed on such minority/majority antagonisms or tensions in that given period, with concrete examples.

3. German Major with German Studies Focus

a. Language: Students should master skills in listening, speaking, reading, and writing at least up to an intermediate high level (B2-level), or beyond, and become independent language users according to the internationally recognized standards and proficiency levels determined in the Common European Frame of Reference for language learning (CEFR).

b. Literature and Other Disciplines: Students should be able to identify, define, and illustrate with major works of literature, in their forms specific to the German-language traditions, one or more of the main periods/movements (and their social-historical conditions), one or more of the main genres, and one or more important themes treated in German literary history. In addition, students should be able to analyze at least two principal works and describe several guiding concepts from the German-language contributions to at least two of the following discourses: philosophy, religion, politics, history, art history, music, and sociology.

c. Culture: Students should be able to describe and provide examples of several crucial aspects of contemporary German culture, including governmental structures, major news media and periodical publications, and contemporary cinema, literature, and arts.

d. Critical Thought and Writing: Students should be able to write essays of 5-7 pages that argue fluently in a coherent, logical, and persuasive manner for independently developed interpretive positions on cultural artifacts of verbal and nonverbal form.

e. Consciousness of Diversity: Students should be able to describe two or three significant minorities (religious, cultural, racial, or otherwise) in at least one period of

German history since the Reformation, and to identify the main positions that existed on such minority/majority antagonisms or tensions in that given period, with concrete examples.

B. Learning Objectives for Minors

1. German Minor

a. Language: Students should master skills in listening, speaking, reading, and writing at least up to an intermediate high level (B2-level), or beyond, and become independent language users according to the internationally recognized standards and proficiency levels determined in the Common European Frame of Reference for language learning (CEFR).

b. Culture: Students should be able to describe in general terms and provide specific examples of several main aspects of contemporary German culture, including governmental structures, major news media and periodical publications, and a couple of works from contemporary cinema, and literature.

c. Consciousness of Diversity: Students should be able to describe two or three significant minorities (religious, cultural, racial, or otherwise) in contemporary Germany, Austria, and/or Switzerland, and to identify the main positions that exist on such current minority/majority antagonisms or tensions, with concrete examples.

2. Scandinavian Minor

a. Language: Students must attain to the level of proficiency in one Scandinavian language provided by three years of study in that language in accordance with ACTFL guidelines.

b. Literature and Film: Students should be able to describe at least two periods/movements in a Scandinavian literature and describe accurately in general terms the sociohistorical contexts of these periods/movements, while providing specific examples of several literary texts that illustrate them. They should be able to describe the major movements in Scandinavian cinematic history, and provide two or more illustrations of each.

c. Consciousness of Diversity: Students should be able to characterize in outline the history of the conversion of Scandinavia during the medieval period, the involvement of Scandinavia in the Reformation and the wars of religion, and the roles of anti-Semitism, racism, sexism, and homophobia in at least one period of Scandinavian history.

3. German Studies Minor

- a. Language: Students must attain to second-year language proficiency in German and reach the level of "Independent language user" (B 1 high level) according to the internationally recognized standards and proficiency levels determined in the CEFR.
- b. Literature and Other Disciplines: Students should be able to identify, define, and illustrate with major works of literature, in their forms specific to the German-language traditions, two of the following: one or more of the major periods/movements (and their social-historical conditions); one or more of the major genres; one or more of the main interpretive paradigms; and one or more main theme treated in German literary history. In addition, students should be able to describe two or more major German-language contributions to at least two of the following discourses: philosophy, religion, politics, history, art history, music, and sociology.
- c. Culture: Students should be able to describe the main governmental structures of contemporary Germany.
- d. Critical Thought and Writing: Students should be able to write essays of 3-5 pages that argue fluently in a coherent, logical, and persuasive manner for independently developed interpretive positions on cultural artifacts of verbal and nonverbal form.
- e. Consciousness of Diversity: Students should be able to describe two or three significant minorities (religious, cultural, racial, or otherwise) in at least one period of German history since the Reformation, and to identify the main positions that existed on such minority/majority antagonisms or tensions in that given period, with concrete examples.

II. Learning Objectives for Graduate Programs in the Department of German and Scandinavian

A. Learning Objectives for German MA Program

1. Language: Students should attain the point where they can discuss literature and culture in German fluently in an advanced academic environment. In addition, they should be able to write a fluent 20-30 page essay in German on an academic literary topic.
2. Literature: Students should be able to provide a general characterization of the history and shapes of all major genres (lyric, drama, and narrative) in the literature of the German language from the early Enlightenment through the post-World War II period. Students should also possess an overview of all major interpretive paradigms in literary studies since World War I. Beyond this general knowledge, students must be able to demonstrate mastery of the stakes of one genre across several periods of German literary history, mastery of the literature of one period in all genres, and mastery of at least one philosophical movement or interpretive paradigm. Mastery here includes broad knowledge and significant comprehension, as well as a basic overview of the scholarly literature on the subject.

B. Learning Objectives for German PhD Program

1. Literature and Culture -- Range: Students should demonstrate the capacity to master a range of different specific topics within the field of German literary and cultural studies, by writing at least three essays on diverse topics during their period of study.
2. Literature and Culture -- Field Definition: Students should demonstrate a professional-level mastery of three literary-historical or literary-critical categories. This should include coverage of the primary literature, a strong knowledge base in the secondary literature, and a capacity to argue persuasively in written form for a given position on the category under consideration. Students should be able to design courses as well as answer questions in oral form on their chosen categories, so as to demonstrate their readiness to teach on the university level in the subfields defined by these categories.
3. Literature and Culture -- Specialization: Students should demonstrate the capacity to develop a book-length argument of persuasively innovative character on a topic within the field of German literary and cultural studies (and related to at least one of the categories of focus under point 1 above). In addition, they should demonstrate the capacity to defend their written work orally--justifying the legitimacy of its argumentation in professional terms--in response to, and dialogue with, specific reasoned challenges and questioning.