

# German Studies Departmental Inquiry Project Grant 2019

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## **Introduction**

It is with gratitude that the German Studies Program, consisting of Emily Jones (Coordinator), Eva Hoffmann, and Julia Ireland, share this report of the outcomes of our Departmental Inquiry Project Grant, undertaken between August and December 2019.

We proposed this project with three main motivations in mind. First, the reconfiguration of our staffing, with Eva Hoffmann's position becoming more long-term and Julia Ireland joining as an official member of the department, gave us cause to rethink the shape of our curriculum and necessitated a structure through which we could begin to function as a cohesive whole. Second, we identified a few areas of growth in our external review in spring 2019. Finally, in September 2019, the Foreign Languages and Literatures department voted to disband. This made a natural

opportunity to pursue a more significant overhaul of our curriculum as we begin to transition into independent departmenthood.

## **Outcomes**

Our goals, as articulated in our grant proposal, were several, but we accomplished all of them over the course of the semester. Taking our goals point-by-point, these are our primary accomplishments:

- **Create a script for oral language assessment:**

We did not create a script to follow verbatim, but rather more clearly articulated the goals and structures of the senior assessment. We asked questions that elicited answers in a variety of grammatical forms as a way of more systematically testing students' language proficiency at the end of their major. Working on this goal also encouraged us to think about the overall structure and assessability of our senior oral exams. We see this as an area where we have the potential for further growth and we will continue to work as a unit to improve our assessment structures. A major improvement we made as a result of this process was the creation of a rubric and the much clearer communication of our expectations to students completing the senior oral exam in Fall 2019.

- **Develop new structure for the thesis in German Studies, write attendant catalog copy, web copy, and expectations document for students:**

We accomplished all of these aims over the course of the semester. We ultimately reimagined the structure of the major and our teaching responsibilities in order to eliminate the systematic overload created by advising required theses for all German Studies Seniors. We have decided to create a senior seminar where students will produce a research project that accomplishes many of the learning goals of the current thesis. That course will be introduced in Fall 2021, when our full faculty is teaching together for the first time (after Julia Ireland's sabbatical in 2020-2021). We will finalize the structure and expectations for that course at that point, but we have provisionally agreed that it will encompass many of the goals and activities currently included in GER 352: Cracking the Code as well as a scaled back research project with a focus on information literacy, clarity of argument, and revision to a high standard.

As an intermediate step, given the long wait until we have sufficient staffing to implement this major change, we revamped the thesis expectations and have introduced a model that anticipates some of these changes. Specifically seniors graduating in 2020 and 2021 will follow the following structure: Fall semester: GER 352: Cracking the Code (1 credit overload), Spring semester: 4 credit thesis, but with a significantly reduced scale. (See attached documentation that was shared with students in Summer 2019.) This

documentation will be incorporated into our new website once the creation of the Department of German Studies is finalized.

- **Create curricular map with clearly defined expectations for learning goals across all courses. Especially integrate research, argumentation, analytical writing, interdisciplinary approaches across all course levels and types.**

This was a revelatory exercise. Following the model that Sociology had used in reorganizing their major, we completed a curricular map that helped us to assess our current slate of courses, their strengths and weaknesses and learning goals that had been articulated by the program that were not being sufficiently attained in our current curriculum. Additional outcomes of this process were 1. to help our newest colleague, Julia Ireland, understand the structures, flow, and limitations of the current curriculum and 2. to draw to our attention the lack of distinction between our current 300- and 400-level classes.

- **Rewrite major and minor requirements, learning goals, catalog copy to account for curricular changes.**

The curricular mapping process helped us to identify the weaknesses of our current program learning goals and to articulate our new learning goals, which have just been approved by the Assessment Committee. These learning goals represent a major reimagining of our program. We have identified a new focus on diversity in the German-speaking context as a major goal for our program. We have decided to sign on to the [Diversity, Decolonization and the German Curriculum Collective's Open Letter to the AATG](#) that articulates goals of being anti-racist, exposing structures of inequity and injustice in the German context, and implementing inclusive teaching practices. We believe that focusing on diversity specifically within the German-language context is valuable and are creating new courses and programming that will aim at attaining these goals. A further project has grown out of this decision: Eva Hoffmann and Emily Jones are applying for a Mellon DIP grant to fund an effort to redevelop the German 205-206 sequence to be focused on questions of diversity in the German context. This will be a major undertaking, but will significantly reshape students' experience of the German Studies major and minor as well as their perception of German-speaking cultures as ethnically monolithic. We are currently finalizing the catalog copy for the new department and will communicate these changes to our students as the changes are passed by the faculty.

- **Map out a multi-year plan of courses offered, plan development of new courses, redevelopment of existing courses.**

One of our first tasks in Fall 2019 was the creation of a three-year plan for teaching responsibilities and courses offered. This was based on our current curriculum. We have

created an updated three-year plan to reflect the changes to our curriculum and anticipated leaves of absence and sabbaticals.

- **Create a calendar of co-curricular, outreach, and program development events, possibly including opportunities to present research at Whitman, bring visiting lecturers, collaborate with Student Engagement Center.**

We created (and executed) a very full calendar of events in Fall 2019 (see attached), including visiting lecturers, presentation of faculty research, and cultural offerings created in cooperation with the Language Assistant and German House. We improved communication and advertising around these events and saw considerably greater student engagement with them. This is something we plan to continue doing each semester. One firm commitment we have made as a program is to continue hosting a visiting speaker each Fall semester in order to support our senior majors in preparation for their oral exams. We also aim to make these presentations as interdisciplinary as possible. For instance, last semester's visiting speaker, Dr. Sonja Boos, drew an audience from Psychology and Biology in addition to German Studies. Next fall we intend to host Dr. Sabine Wilke, who is a prominent Environmental Studies scholar working in German Studies.

## **Goals for the Future**

We do not regard the work of redeveloping our curriculum as complete. We have several specific goals for future work in this direction, which will likely result in subsequent grant applications. Specifically, we hope to continue developing the program in these ways:

- **Closer collaboration with affiliated faculty in other departments.** In particular in the creation of new upper-level courses (the new 350+ rubric) to be taught in English. For instance, one affiliated faculty member is potentially interested in developing a course on German Philosophy of Science.
- **Continued improvement of writing and research pedagogy throughout the curriculum.** We have identified writing as a particular weakness of our current curriculum (and students) and will be working to improve this as we redevelop existing classes and develop new ones. It is likely we will pursue funding for an extended study of writing pedagogy in the foreign language context and to work more closely with Lydia McDermott or other Whitman Composition faculty in order to improve our teaching of writing and make sure our classes are corresponding to institutional goals in this area.
- **Developing our focus on diversity.** All of us attended panels at the German Studies Association annual conference that focused on questions of diversity in the German-speaking context. We will continue to do this as well as conduct readings and discussions around this topic.

## **Sharing with the Campus Community**

We are excited about the prospect of sharing our experience with the greater campus community. It seems as if curricular mapping is the most immediately applicable facet of our curricular planning. Although we would be happy to present in the context of faculty forum, it could be more effective to share the curricular mapping process - perhaps in concert with someone from Sociology - in the context of a CTL workshop.

## **Budget Notes and Requests**

We did not use all of the budget lines we requested. Specifically, 1. we did not end up identifying a way in which using student consultants would be appropriate 2. Our consultant, Karen Feldman, ended up not being available for a campus visit. Although the main part of our work is complete, if possible, we would like to use these funds this semester (Spring 2020):

1. We would like to hire a student worker for 20 hours of work to help create new website content and communications materials for the implementation of our new curriculum.
2. We would like to use the \$500 earmarked as a consultant stipend to lay the groundwork for our work on writing pedagogy across the German Studies curriculum. We would like to hire Lydia McDermott to consult with us on developing writing pedagogy goals for each level of our curriculum.

## **Individual Participant Reflections**

### **Eva Hoffmann**

Thinking consciously and critically about our curriculum and our learning goals as well as how they fit both within the college's mission statement and the larger field of German Studies (in particular the recent acknowledgement for the need to decolonize German Studies) has been extremely helpful in creating assignments, course readings, and learning goals for individual courses that support our new curriculum and its learning goals. While our weekly meetings and homework assignments added more work to what already felt like a busy semester, I found our discussions extremely fruitful, and felt new and strong enthusiasm for my field and my work here at Whitman. I am especially excited by our commitment to make the German Studies program at Whitman relevant for questions of social and environmental justice and our strong emphasis on collaborative work, which is not only reflected in our new curriculum, but also in the work of the PIG. I am very happy with what we accomplished and I truly believe that our PIG provides the foundation for an even better German Studies program.

## **Julia Ireland**

We proposed the PiG in order to have discussions that brought us together as a newly configured Department by discussing the goals and curriculum of German Studies with a view to the program's eventual restructuring. As someone revising her teaching and intellectual identity from Philosophy to German Studies, this was absolutely essential for me: I had no idea about why the structure of the curriculum was the way it was (beyond necessity) – or what the curriculum could be, given the transition taking place in German Studies today. The PiG not only helped me get to know my new Department, it was essential to my learning what German Studies is, from the difficulties Eva and Emily encounter in teaching second year, to thinking about "decolonizing" a curriculum I would have never understood as "colonized" in the first place.

There were several key moments in my steep learning curve:

First was talking through all the basics of the Department with an eye to my taking on duties as a German Studies advisor, who needed to understand everything from how Study Abroad fits to how my own classes fit. Being a member of a language program has a lot more pieces than being a member of the Philosophy Department. And an important aspect of the PiG was simply bringing me on board in practical ways. This included my teaching the German 352 thesis research course, which played a role in all of us beginning to re-think Senior Assessment for a program that has very different "paths" into the major.

Second, the PiG was exploring what German Studies could be at Whitman given our students and the staffing realities of our Department. This included a lot of idea-sharing and research, e.g. looking at the structure of other program's offerings at comparable institutions, reading materials about the discipline. A portion of our conversation was talking out loud, imagining possibilities, and trying to figure out how to finesse limitations. But here I was able to contribute based on my experience as a member of the Philosophy faculty (which has redone its curriculum and senior year twice), long-standing work in Encounters, and – more recently – an ITL on assessment. One of the things we did that was extremely valuable to me was discuss learning goals and outcomes using the developmental model adopted by Sociology. This was the conversation where I was really able to start answering what my own courses were supposed to be doing for the Department, from deciding on the course, to thinking about the structuring of assignments, to asking Eva and Emily about concrete ways I can include German without having the class be in German. I have already implemented these goals in the "*Sein und Zeit auf Deutsch*" iteration of my Being and Time seminar this semester. (See attachment.)

A third aspect was community and networking, which includes talking to Whitman colleagues about what works in their programs, but also going to the German Studies Association (GSA) meeting with Emily and Eva and hosting our visiting speaker, Sonja Boos. At the GSA we were able to meet together with an external reviewer to talk about the addition of Eva's position and

the redefinition of my position; I was also able to meet with Bob Tobin to talk about the history of German at Whitman. (Bob will be coming to campus in April.) In addition to helping me again understand college German curricula and German Studies, conversations lead to a syllabus share that will save me hours of reading in a new field and several potential collaborations, one with an NW5 colleague. I walked away from the GSA meeting with ideas about how to revamp my Arendt seminar; recommendations for my new "Uncanny" course; and a totally new course idea on "Literature as Refuge" that can be my contribution to a decolonized curriculum. I was able to discuss all of these ideas with Emily and Eva.

Though I will maintain a toe in teaching next year, I have been granted a full-year sabbatical. Without the PiG I feel I would have spent a portion of my year shooting in the dark over what my redefined position in newly a constituted Department was supposed to look like – precious time lost. The gift of a summer and a semester talking through everything, and having Emily and Eva answer my every question, is that I now actually understand what my new position can contribute.

## **Emily Jones**

We unanimously feel as if this project was a resounding success. Like many projects of this kind, our work raised as many questions as it answered, but we have cohered as a soon-to-be-department. Our work helped to clarify the working conditions and structures of the program to my new colleagues and gave me a venue for helping them to learn about the issues that crop up with advising and administration of this somewhat idiosyncratic program. Most importantly, however, it gave us space and time to think creatively about what we want our program to be rather than staying in the mode of triage and bare maintenance that has marked the program for many years. On a personal note, I appreciate this grant as evidence of some institutional support for a program that has been severely under-resourced for a long time. Additionally, this project helped me to begin sharing administrative work with my colleagues and to think of this as a functioning department rather than a solo act. I believe that this project has gone a long way toward laying the foundation for the department's long term survival and success.

## Appendix I: Lectures and Events

### German Studies Lectures and Events (D R A F T) Fall 2019

#### Programming Goals (broad)

- to promote German Studies by creating a high-quality, rich and varied program of intellectual, cultural and social events attractive to students.
- to strengthen the link between German Studies, das deutsche Haus, affiliated faculty and the German language assistant.
- to highlight the German intellectual and cultural tradition by collaborating with other departments and programs, e.g. Encounters, Theatre, Philosophy.
- to facilitate extracurricular interaction between faculty, affiliated faculty, the language assistant and students that encourages language study and creates an atmosphere of support (Stammtisch, dinners).
- to communicate how studying the German language and engaging the German cultural tradition can shape students' time at and beyond Whitman.

#### Programming Goals (specific)

- to have each of the German Studies faculty (Emily, Eva, and Julia) create and host an event that links that event to the German Studies curriculum or the college's wider curriculum (collaboration with other departments).
  - Julia in October: Heidegger and Beauvoir, linked to Encounters teaching of Beauvoir
  - Emily in November with film discussion of "Die Wand"
  - Eva in April (?): Brecht, linked to Theatre Department production
- to have one affiliated faculty member create and host an event that links that event to the German Studies curriculum and makes their affiliation visible to students. (Julia will organize and publicize the event)
  - tbd – maybe Courtney this Spring?
- to host a Visiting Educator whose public talk is of wide appeal to the campus and to make that speaker available to other students interested in German.
  - Sonya Boos in November
- to collaborate with the Language Assistant in creating monthly cultural program.
  - tentative dates week of September 16<sup>th</sup> or 23<sup>rd</sup> (something on German re-unification?); week of October 14<sup>th</sup> or 21<sup>st</sup> (possible outreach to German program at Walla Walla High School; Week of December 2<sup>nd</sup> or 9<sup>th</sup>)
- to collaborate with das deutsche Haus residents and RA to support their programming goals, and to make Haus offerings robust and varied.
  - traditional Haus related events indicated with an asterisk in calendar below
- to have a monthly Haus dinner in which faculty, affiliated faculty, current language students, heritage speakers, and Walla Walla community members get to know one another and share a meal. (Julia will extend individual invitations as part of outreach).
  - tbd



## Throughout the semester/year

- Stammtisch (confirm dates and times)
- Sprechstunden with native speaker?

## September

Thursday, September 5<sup>th</sup>  
at 4:00 p.m.                      Kaffee and Kuchen; Delta Phi Alpha and German first-year's  
Contact: Alexandra Moore  
Venue: Deutsches Haus  
Food: Julia; FLL budget

Week of September 16<sup>th</sup> or  
23<sup>rd</sup>                                  Language Assistant cultural programming with Hanna (Eva  
suggestion: anniversary of German re-unification)  
Contact: Hannah Poganiuch  
Venue: Deutsches Haus

Food:

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## October

**Thursday, October 3<sup>rd</sup>-  
Sunday, October 6<sup>th</sup>**                      **German Studies Association Meeting, Portland OR**  
PiG supported dinner with colleagues TBD

Monday, October 7<sup>th</sup>  
at 7:00 or 8:00 p.m.                      Heidegger and Beauvoir: Existential Freedom and the Burden of  
Self (Beauvoir starts on Monday 9/30)  
Contact: Julia Ireland  
Venue: Deutsches Haus  
Food:

**\*Thursday, October 10<sup>th</sup> –  
Monday October 14<sup>th</sup>**                      **October Break**

October tbd                                  Oktoberfest – traditional Haus social and cultural programming

Week of October 14<sup>th</sup> or 21<sup>st</sup>                      Language Assistant cultural programming with Hanna (content TBD)  
Contact: Hannah Poganiuch  
Venue: Deutsches Haus

Food:

[Wednesday, October 16<sup>th</sup>                      Residence hall discussion with Thomas Witherspoon on Butler and... Julia  
and Philosophy commitment]

Tuesday, October 22<sup>nd</sup>                      Academic Majors Fair (suggested participants Kiara, Jack)  
Contact: Eva Hoffman  
Venue: Young Ballroom

[Thursday, October 24<sup>th</sup> – Sunday October 27<sup>th</sup> James Garrison, “Black Bodies that Matter” (Thursday); Getting a Ph.D abroad – Austria (Friday afternoon) Julia and Philosophy commitment]

Thursday, October 31st at 12:00 p.m. Meet the affiliated faculty (registration begins Thurs, November 7<sup>th</sup>)  
Contact: Julia Ireland > Devon Wooten  
Venue: Language Learning Center  
Food: order pizza

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## November

Week of November 4<sup>th</sup>  
Tues, Nov. 5<sup>th</sup> at 12:00 p.m. Visiting Educator, Sonya Boos  
at 7:00 p.m. Deutscher Tisch  
Public talk: confirm title  
Weds, Nov. 6<sup>th</sup> at 12:00 p.m. Meeting with Seniors to discuss article  
at 6:00 p.m. PiG working dinner

Week of November 11<sup>th</sup>  
Film screening, “Die Wand”  
Contact: Emily Jones  
Venue: Olin  
Food:

**Monday, November 25<sup>th</sup> – Thanksgiving Break**  
**Friday, November 29<sup>th</sup>**

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## December

\*Friday, December 6<sup>th</sup> Niklaustag – traditional Haus programming, extending to campus

**\*Week of December 16<sup>th</sup>**  
**Finals Week**  
Language Assistant cultural programming with Hanna (content TBD but traditional Christmas related)  
Contact: Hannah Poganiuch  
Venue: Deutsches Haus

Food:

Past Deutsches Haus programming events

- Musikabend (student musicians play pieces by German composers)
- Movie nights (screenings of canonical and popular films, e.g. “Metropolis”)
- Discussion night with professors (Nietzsche, Marx, etc.)
- Making gingerbread houses
- Fastnacht – German and French House collaboration for Mardi Gras
- Vienna Café – Spring (April) campus-wide dessert buffet
- Outreach and tutoring to Walla Walla High School students
- Harry Potter auf Deutsch
- ...not doubt lots of other things your professors have forgotten!

## Appendix II: New Department Learning Outcomes

### Learning Outcomes

- Major-Specific Areas of Knowledge
  - Students will gain an understanding of the interdisciplinary field of German Studies, including its literary, historical, philosophical, aesthetic and other perspectives.
  - Students will develop disciplinary flexibility by working within and across disciplines to explore questions related to German-speaking cultures.
- Communication
  - Students will attain Advanced Mid level German proficiency according to the ACTFL Proficiency Guidelines in all main language skills, including speaking across a variety of registers, listening, reading, and writing. Students will be able to communicate across a variety of modes, including written, oral, presentational, and analytical.
  - Students will gain advanced writing skills including project creation, management, drafting, and revision in German and English.
- Critical Thinking
  - Students will be able to analyze and make sophisticated arguments about German-speaking texts and cultural products in German and English.
  - Students will gain a high degree of information literacy, learning how to find, assess, and incorporate research materials from libraries, databases, archives, etc. into their own projects.
  - Students will understand the importance of valuing linguistic and cultural diversity within the German historical and cultural context and their own cultures of origin.

## Appendix III: Senior Thesis Expectations 2019-2020

Dear German Studies Seniors,

I am writing with a few updates about the coming academic year. The German Studies program is thrilled to announce that Eva Hoffmann is no longer in a visiting position, but has joined us for the foreseeable future as a Lecturer in German Studies and that Julia Ireland, who you may know and love from her cross-listed courses in Philosophy is officially joining the German Studies program.

This means there are a few changes for you in the senior year. What will NOT change is our dedication to supporting and advising you through the senior exam and thesis-writing process as well as helping you to prepare for graduation and everything that comes after.

What will change:

- The Senior Oral Exam: previously we did the senior oral exam in conjunction with the thesis defense in a two hour session that was exhausting for everyone and meant students were preparing for the oral exam while polishing their thesis. In order to ease this burden we have decided to offer the oral exam during exam week of FALL SEMESTER.
  - The format for the oral exam WILL NOT CHANGE. The first half hour is conducted in German and will focus on your linguistic skills and discussion of a literary text that you independently read and prepare. The second half hour is conducted in English and will be a discussion of a selection of German Studies scholarship (usually 3-4 journal articles in English) that you independently read and prepare. You are not expected to make a formal presentation in either of these sections, but are expected to lead discussion and actively engage your examiners.
  - The Thesis: We are making some changes to the thesis structure in the hopes of making the workload more manageable while better helping students to attain the skills and reach the learning goals we set out for the project, especially as most of our majors are balancing this work with other majors. This year we are offering two options for the thesis experience:
  - Traditional Thesis: You design a project from scratch, do significant bibliographic research, and make an original argument based on primary text(s) written in German and secondary research (a significant portion of which is in German). You will additionally undertake significant revisions to produce a truly excellent product. The thesis will be 20-30 pages instead of the previous 35-50 pages.

- Revised Paper: You choose a research paper you have written on a German Studies topic for a previous 400-level or approved affiliated German Studies course and revise it. You will do additional bibliographic research (a significant portion of which is in German) and revise the paper to make a strong original argument based on primary text(s) written in German. Your revised paper will be 15-25 pages. You will also revise through multiple drafts to produce a truly excellent product. You are additionally required to present your project to a public audience, either at the Undergraduate Conference or by organizing an academic event at the German House or in another forum.
- Honors Theses: Students hoping to achieve honors in German Studies may choose either path, but are expected to produce a longer, but no less polished, paper (30-40 pages or 25-35 pages respectively). Regardless of which path you choose, you are highly encouraged to present your thesis project at the undergraduate conference. Honors projects will typically have a more ambitious scale, dealing with more primary texts, engaging more deeply with theoretical texts, or similar. You will receive copious guidance about designing an honors-level project if that is what you plan on doing.
- German 352: Cracking the Code: This fall Julia Ireland will be the primary instructor for GER 352, with class visits by Eva Hoffmann and Emily Jones. The course itself will NOT significantly change. It will still help you to prepare for your thesis project - whichever path you choose - by instructing you in project design, research skills, and targeted writing exercises, including the development of a thesis proposal and plan.

## Appendix IV: *Sein und Zeit* auf Deutsch

German Studies 422: Heidegger's *Being and Time*

German Language Tutorial: Heidegger auf Deutsch

### *Tutorial and Learning Goals*

In addition to the learning goals laid out in the Philosophy 422 syllabus, the German Studies iteration of the course has several further goals that are specific to the German Studies program. These goals will be fulfilled in a 50-minute, once a week tutorial that takes place in addition to regular seminar meetings. Students should plan on forty-minutes of outside of class preparation time; Philosophy 422 course requirements will be modified to adjust for the additional time commitment (see below).

German Studies program goals are:

1. To expose students to Heidegger's notoriously idiosyncratic German through the close reading of selected passages from *Sein und Zeit* as well as Heidegger's lecture courses, correspondence, poetry, and occasional writings. The majority of Heidegger's corpus are lecture notes, and German students are often pleasantly surprised to discover they are able to read a major thinker – one who understood himself primarily as a teacher – in German. The German Studies learning goals are thus twofold: 1) to use engagement with the original German to provide a wider snapshot into Heidegger, one whose historical breadth and attention to genre is more intellectual history than philosophy; and 2) to empower students' reading of German by modeling how to breakdown the language of a philosophical text.
2. Related to 1., to use Heidegger's idiosyncratic German as a vehicle to explore how philosophy exploits – or better, reads – possible meanings embedded within individual words for its conceptualization of philosophical ideas. Heidegger's analyses rely heavily on etymological associations; they are extremely rich for learning how to both pay attention to what words can do and for what Heidegger emphasizes as the *intrinsic* relationship between language and thinking. The German Studies goal here is to learn how to engage language at the most granular level. The ability to identify word stems and understand the function of German prefixes and suffixes is a superb way to expand vocabulary and make informed guesses about unfamiliar words.
3. To engage in the practice of close reading through a variety of techniques, such as the preparation and presentation of key passages of text; the discussion of existing translations; and sight translation. While the tutorial will contextualize readings, its focus will be on the analysis of individual passages, considering the

relationship between what Heidegger is saying and how the German expresses that concept or insight as the invitation to go deeper into that phenomenon. The practice of close reading is an essential aspect of both critical analysis and the nuanced engagement of evidence in papers; it is a foundational skillset for German Studies and across Whitman’s curriculum as a whole.

4. To mentor students in identifying and supporting personal learning goals that are specific to their trajectories within German Studies. Students who have focused on German language acquisition may feel unpracticed in writing analytical papers in English (a requirement for the major); others may want to practice writing in German to prepare for study abroad; still others may want to conduct some kind of independent research on Heidegger related to the course.

The third week of classes you will be asked to schedule a one-on-one meeting with me to discuss modified course goals on the specific areas you wish to practice. Whatever the modified goals, students will be required to do a selection of the weekly free-writing (in English or German), a 6-7 page paper in English on *Sein und Zeit* (unless the student wishes to do a version of the assigned seminar paper), and a substantive ten to twelve minute presentation to the tutorial group on their understanding of the connection between the tutorial and German Studies in place of the assigned “Article Reviews.” The identification of personal learning goals is intended to help prepare you for the German Studies Senior Assessment, which includes a researched paper or thesis in English and an exam – in both German and English – that links assigned texts to your experience as a major.

5. To create a strong sense of intellectual community among students and faculty. The experience of a tutorial on a significant philosopher can be an intense and rewarding experience. The German Studies program has a high level of commitment to individual student success. The ability to get know and mentor students in a small-group has often led to further opportunities, such as student-faculty collaborative research awards (Soden, Abshire, Soper and Summer Research Internship awards) and externally funded grants that support study abroad (DAAD, Teaching/Research Fulbright, von Humboldt Fellowship). German Studies faculty make it a priority to thoughtfully promote and help students in the pursuit of their goals at and beyond Whitman as part of a vibrant major program.

Course Requirements as Listed in Philosophy 422 Syllabus

Track A (papers throughout semester)*			Track B (scaffolding seminar paper)		
Oral Presentation	Scheduled starting Thursday, March 12 <sup>th</sup>	15%	Oral Presentation	Scheduled starting Thursday, March 12 <sup>th</sup>	15%

6-7 page paper	Due Friday, April 17 <sup>th</sup>  Paper Conference	15%	Seminar Proposal	Due Friday, April 17 <sup>th</sup>  Follow-up meeting	
Article Reviews	Due Friday, May 1 <sup>st</sup>	10%	Article Reviews	Due Friday, May 1 <sup>st</sup>	10%
6-7 page paper	Due Friday, May 15 <sup>th</sup> at 4:00 p.m.	15%	Seminar presentation	Presentations starting Tuesday, May 5th	
* I am happy to modify this track to give students the skills practice they wish.			Seminar Paper	Due Tuesday, May 19 <sup>th</sup> at 9:00 a.m.	30%

#### Course Requirements as German Studies 422

- Weekly free-writing seven out of fourteen weeks, in German or English
- 6-7 page paper in English on *Being and Time*
- Substantive presentation on the course as German Studies in place of “Article Reviews”

#### Possible Course Modification Models

Track A			Track B		
Emphasizes writing and paper conference feedback			Emphasizes mixed skillset and paper revision		
Tutorial and Preparation		20%	Tutorial and Preparation		20%
Seminar		20%	Seminar		20%



Discussion			Discussion		
Free-writing	Seven out of fourteen weeks	14%	Free-writing	Seven out of fourteen weeks	14%
Reach Piece	Personal learning goal	5%	Reach Piece	Personal learning goal	5%
6-7 page paper	Due March 5 <sup>th</sup> Paper Conference	15%	Oral Presentation	Scheduled starting Thursday, March 5 <sup>th</sup>	15%
6-7 page paper	Due April 17 <sup>th</sup> Paper Conference	15%	5 page Sem Pres paper	Tuesday, May 5 <sup>th</sup> Paper Conference	
			6-7 Sem paper revision	Due Tuesday, May 19 <sup>th</sup> at 9:00 a.m.	15%
German Studies Final	Scheduled during Finals Week	11%	German Studies Final	Scheduled during Finals Week	11%