

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: GER 342

Proposal Contact Person Name: Joseph O'Neil Phone: 7-5283 Email: joseph.oneil@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Director, Div of German Studies	6/2/2010	Harald Hoebusch / 7-1873 / hhoebu@uky.edu	<i>Harald Hoebusch TF</i>
Chair, Modern and Classical Languages	<i>6/2/10</i>	Theodore Fiedler / 7-4642 / tfiedler@uky.edu	<i>Theodore Fiedler</i>
		/ /	
A&S EPC	9/21/10	R. Roorda / 7-1033 / roorda@uky.edu	<i>Rudolf Roorda</i>
A&S Dean's Office	9/21/10	Anna Bosch / 7-6689 / bosch@uky.edu	<i>ARBosch</i>

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	12/07/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 6/1/2010
- b. Department/Division: Modern and Classical Languages/German
- c. Contact person name: Joseph O'Neil Email: joseph.oneil@uky.edu Phone: 7-5283
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- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: Spring 2011

2. Designation and Description of Proposed Course.

- a. Prefix and Number: GER 342
- b. Full Title: War, Peace, and Terror in Germany and Europe
- c. Transcript Title (if full title is more than 40 characters): War Peace Terror Germany & Europe
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
3.0 Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3.0
- h. Is this course repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: _____
If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: This course explores the topics of war, peace, and terror in the context of Germany, Central Europe, and beyond: in the desire for peace and for war; from depictions of battle to reflections on policy and strategy; and from the logic of terror to its horrifying effects.
- j. Prerequisites, if any: none specific to this course; general 300-level course eligibility
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus?

YES NO

4. Frequency of Course Offering.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: based on a course currently taught by me every second year
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 25-50
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: modeled on course offered for USP req., previous version attracted students from outside major
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

University Senate Syllabi Guidelines

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc. **NA**
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description. **new course**
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.) **NA**
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- Professional preparations. **NA**
- Group work & student collaboration.

GER 342-001: WAR, PEACE, AND TERROR IN GERMANY AND EUROPE

annotated syllabus, submitted as a new course for the General Education requirement Global Dynamics

MEETING TIMES: TBA

ROOM: TBA

INSTRUCTOR: Joseph D. O'Neil

E-MAIL (PREFERRED): joseph.oneil@uky.edu OFFICE: Patterson Office Tower 1013

OFFICE HOURS: TBA

MAILBOX: Patterson Office Tower 1018

TELEPHONE/VOICE MAIL: 257-5283

War, peace, and terror are three of the crucial concepts of our time. This course explores these topics in the context of Germany, Central Europe, and beyond: in the desire for peace and for war; from depictions of battle to reflections on war; and from the logic of terror to its horrifying effects.

Beyond simply choosing war or peace, this course will allow you to reflect on the competing reasons for war, peace, and terror as they are presented by thinkers and writers. While learning about war in the context of German and European culture from 1789 to the present, you will develop and articulate your own position on these important issues in terms of American as well as European history, culture, and institutions.

Course Goals

In this course, our goals are as follows:

- To become familiar with the history and theory of the concept of war, especially in the context of Germany and Central Europe
- To understand the different perspectives on war and changes in the nature of warfare and violence in modern times
- To consider critically and in a historically and philosophically informed manner the alternatives to war and radical violence
- To sharpen our analytical ability and awareness of the role of artistic representation by examining literary and cinematic accounts of war and terror
- To practice expository and analytical skills in oral and written forms

At the conclusion of this course, you should be able to do the following:

1. Demonstrate a grasp of the origins and shaping influence of armed conflict on individuals and collectivities (nations, states, ethnic and cultural groups...) in Germany and Europe since 1789. (Outcomes 1, 4, 6a,c,d)

2. Demonstrate an understanding of the complexities of the concept of war as constituting national, regional, and local particularity and challenging the imagination of a single world community. (Outcomes 1, 3, 5)
3. Articulate the interactions of moral and ethical viewpoints on war and peace, on one hand, and political ones, on the other, as a product of philosophical, historical, and cultural differences. (Outcomes 2, 3)
4. Demonstrate an awareness of how major elements of German culture and history interact with the claims of other nations, especially the United States after 1945, to shape ideas of nationhood, conflict, and justice which guide political and military action in the 21st century. (Outcomes 4, 6c,d)
5. Demonstrate an understanding of how the discourse of war, the use of moral and humanitarian criteria, and the rise of the partisan and the terrorist change the scale of war from a regional, national, and limited phenomenon to a global and absolute one. (Outcomes 2,5, 6a,c,d)

Required texts and materials

Arendt, Hannah. *On Violence*. ISBN 0-15-669500-6

Barnouw, Dagmar. *The War in the Empty Air*.

Browning, Christopher. *Ordinary Men. Reserve Police Battalion 101 and the Final Solution in Poland*. ISBN 0-06-099506-8

Jünger, Ernst. *Storm of Steel*. ISBN 0-141-18691-7

Schmitt, Carl. *Theory of the Partisan*. ISBN 0-914386-33-6

Please reserve a folder solely for written assignments from this course.

Other materials will be made available as needed.

Course Requirements

Composition of the Grade

Writing assignments	20%
Class participation	10%
Group presentations	15%
Mid-term examination	15%
Intro. and leading discussion	5%
Homework (incl. Blackboard)	15%
Final paper	20%
--Abstract + outline	5%
--Final draft	15%

Grading Scale

A	100-90%
B	89-80%
C	79-70%
D	69-60%
E	59% and less

Students will receive an evaluation of their performance at mid-term.

Writing assignments

These are essays of varying length (one paragraph to several pages) assigned at irregular intervals during the semester. All writing assignments are to be submitted in a typed (printout), double-spaced format using a standard font no larger than Times New Roman 12-point. Only work submitted at the beginning of the class in which it is due and in this printed form is considered to be on time. Handwritten assignments will not be accepted. The attempt to submit an assignment in any other format will not constitute grounds for an extension of the assignment's deadline.

When needed, citations and the Works Cited page must follow the MLA style.

See guidelines on plagiarism and academic misconduct, below, for more information on how to use others' work. I will vigorously pursue all cases of plagiarism.

--**Writing Portfolio:** You are responsible for keeping all writing assignments in a separate folder as a writing portfolio. Your final writing grade will take into account the completeness of this portfolio.

Class participation

This is a seminar-style class in which lecturing will be minimal. Your voluntary participation is therefore not only desired and expected; it is required. You will be expected to prepare for each and every class session. This includes preparing readings, film viewings, responses to questions, and other assigned activities. Preparation includes reading or viewing assigned material attentively in order to ask questions, make informed comments, and provide relevant interpretations and explanations in the context of the course.

Lack of preparation and participation will result in a lower participation grade. I will provide you with a monthly assessment of your participation so that you can monitor and improve it if necessary.

Absences, excused or unexcused, will result in a loss of participation credit for the days absent. Participation credit lost because of excused absences can be made up by completing supplementary activities. No other source of extra credit is available for this course.

Group presentations

Each student will take part in one group presentation at the end of the semester. This presentation illustrates and discusses some aspect of the course theme in an informed and thoughtful manner through textual and pictorial material. Students will present this project to the class in a well-organized lecture (with visual aids, please!) of 15 minutes in length. The lecture will complement, **not repeat**, the themes and texts covered in class. Each group is to have three students (neither more nor less!), and each student should speak for about 5 minutes. The student's grade for the group presentation will be based on both the final product presented by the group (50%) and the contribution of that student (50%). Students in a group may be asked to provide the instructor with a written assessment of their own and each other member's contribution to the final product.

Mid-term examination

All students will take a mid-term examination. This examination will contain essay questions on the texts read and discussed to that point as well as questions concerning material presented in lectures and discussions.

Introducing and leading discussion

Each student will be responsible for introducing the discussion of a text or film at the beginning of one session. The introduction should present the main points of the text and any details the student found interesting or relevant. The student should then provide questions or other stimulus for the class's further discussion of the material during that session. This will be graded on the degree of preparation, the clarity and accuracy of the brief presentation as an appreciation of the assigned material, and the relevance and effectiveness of the questions or other discussion-starters. Depending on enrollment, this task might be divided into a brief presentation of the text by one student and discussion questions or topics provided by another student.

Homework

There will be regularly assigned homework, the purposes of which are to provide a guide through the texts or films assigned for a particular session, to check the level of care put into reading the text, and to create a basic level of knowledge of facts and general issues preliminary to the further analysis and discussion of the text.

In most cases, you will be required to post completed homework (usually brief answers to my questions) on Blackboard. It must be posted in the appropriate forum and discussion thread. Homework which is to be posted on Blackboard will be due at NOON on the day of the class for which they are assigned so that I can check the results and identify issues and problems for discussion. Homework submitted after noon will not receive credit.

If homework is not to be posted on Blackboard, I will specify how it is to be submitted. This will usually mean that you will bring it to class in machine-printed form and submit it at the beginning of class.

Final paper

This is a 10-15 page research paper on a topic provided by the instructor in conjunction with the final unit of the course: "War and the Uses of Memory." In your paper, you will respond to Dagmar Barnouw's *The War in the Empty Air* by (1) reflecting upon the themes of the course in the context of the semester's readings and class discussion; (2) responding to Dagmar Barnouw's book *The War in the Empty Air*; and (3) articulating your own position with reference to one text, event, or idea not covered on the syllabus. As part of the General Education assessment, you will also submit this project or paper through Blackboard.

Course Policies

Attendance Policy

Attendance in this class is mandatory. Each unexcused absence after the third will result in the loss of two percentage points from your semester grade. Excused absences, as outlined in the "Student Rights and Responsibilities" section of the UK website, include absences due to serious illness, illness or death of a family member, University-related travel, and major religious holidays. I must approve any other reason for an excused absence and have the right to ask for verification before excusing any absence. Opportunity will be provided for students with excused absences to make up missed work. In all cases, it is incumbent upon you to inform yourself as to what happened in class during your absence and to arrange for the submission of any assignments in a timely fashion after your return. If you know in advance that you will be absent (e.g., religious holiday, University-related travel), it is your responsibility to submit assignments due on that day and take any test or quiz scheduled for that day before your absence unless the instructor determines otherwise.

If you are absent from more than 20% of class sessions, the instructor reserves the right to request that you withdraw from the class. Any absence at all will cause the loss of participation credit. Participation must be made up in the case of excused absence just as any other work would be.

Arriving more than ten minutes after class or leaving more than ten minutes early will also be considered an unexcused absence. Arriving more than five minutes after 11:00 or leaving before 11:50 constitutes incomplete attendance (commonly known in the former case as tardiness). Three cases of incomplete attendance will equal one unexcused absence.

Academic Integrity

Please take the time to read UK's statement on plagiarism and cheating in the handbook of *Student Rights and Responsibilities*, Senate Rules 6.3.1, 6.3.2.:

<http://www.uky.edu/StudentAffairs/Code/part2.html>.

All work must be your own. Please talk with me if you have any questions related to the proper attribution of material to its sources. A definition of plagiarism is also available at the website of the Academic Ombud: <http://www.uky.edu/Ombud/Plagiarism.pdf>. Cases of plagiarism will be reported to the appropriate university office, and you will receive no credit for the assignment. Egregious cases of plagiarism, or plagiarism on multiple assignments, will result in your failing the course. Other kinds of academic misconduct will be handled similarly. The instructor reserves the right to judge the gravity of the offense and decide upon the penalty, within established university guidelines. Ultimately, you are responsible for being aware of standards for academic conduct and your rights and responsibilities as a student.

Classroom Behavior, Decorum, and Civility

All students are expected to respect difference in the classroom. This includes ethnic, cultural, religious, gender, and sexual difference as well as differences of opinion. In keeping with the University of Kentucky's policies and official statements on civility in the classroom, all

students "have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students" (see S.R. 6.1.2.). There is a difference between "reasoned exception" and difference of opinion, on the one hand, and, on the other hand, language which is deliberately intolerant of and offensive to others. The latter does not conduce to a learning environment in which all students can be treated equally and with respect, and so it will not be tolerated. All students are therefore expected to express differences of opinion in a reasonable fashion and in terms which do not constitute personal attacks on other course participants. Students should feel free to visit the instructor during office hours to discuss the difference between offensive speech and the expression of one's own religious, moral, sexual/gender, and cultural identity and values.

Disability Accommodations

If you have a disability and need accommodations, you must discuss it with me at some point during the first three weeks of the semester. I can only make accommodations for those students who are registered with the Disability Resource Center. *Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu.*

Tentative Schedule

UNIT I: How to think about war

Week 1 (one session): **What is War?** Introduction, definition of the course topic and goals

Readings: excerpts from

The Constitution of the United States of America

Hobbes, *Leviathan*

Machiavelli, *The Prince*

Trotsky, "The Organization of the Red Army"

These readings define the question of war and war powers, the role of the sovereign, and the aims of war in a historical and international context. Students will contrast the political structures and ideologies informing these texts. Assessment: React/answer questions on Blackboard.

Week 2: War and Conflict in (German) Theory

Reading: Carl von Clausewitz, *On War*, Books 1 ("What is War?") and 2 ("The Theory of War"); Book 8 ("War Plans")

Through Clausewitz, students will approach the idea that war can be thought about conceptually (i.e., that it is an object worthy of intellectual attention in itself), that there is a built-in discrepancy between theory and practice, and that war is a self-reproducing phenomenon which is and must be limited by interaction with politics. This sets up the units of the course. Assessment: React/answer questions on Blackboard, reading quiz.

Week 3: The Possibility of Peace

Reading: Immanuel Kant, *On Perpetual Peace*

Kant's text illustrates the social and philosophical optimism of a progressive position in which war will be eliminated by more effective international relations and commerce, as well as universal acknowledgement of moral principles. This serves as a counterweight to Clausewitz but also indicates by a negative example the complexity and persistence of armed conflict.

UNIT 2: Narrating and Aestheticizing War

Week 4.1: The Beauty of War: The Case of F.T. Marinetti

Readings: F.T. Marinetti, various writings:

Futurist Political Manifestos (3)

"War, the Sole Cleanser of the World"

"The Necessity and Beauty of Violence"

"Birth of a Futurist Aesthetic"

Marinetti's writings introduce the idea that war can be seen as an aesthetic object – not a pleasing one. This is meant to disabuse students of the notion that war is only conceivable in moral or political discourse and that literary and artistic movements are the province only of critics of war.

Weeks 4.2-5: Narrating the First World War: The Case of Ernst Jünger

Readings: Ernst Jünger, *Storm of Steel* (283 pp.)
Ernst Jünger, "On Danger"

The case of Ernst Jünger presents the self-aestheticization of a "supersoldier" of the First World War. As they familiarize themselves with the details of a soldier's life, students will also review the history of the First World War. Jünger's essay "On Danger" presents an aesthetic theory that relates to the postwar context in challenging the establishment in the Weimar Republic from the point of view of a soldier-artist.
Assessment: Questions on Marinetti (Blackboard), reaction paper on Jünger

UNIT 3: The Expansion of War

Weeks 6-7: Biopower and Biopolitics: From T4 to the Holocaust

Readings: Michel Foucault, *The History of Sexuality* (excerpt)
Christopher Browning, *Ordinary Men*
Shoah (dir. Claude Lanzmann) (excerpt)
Hannah Arendt, *Eichmann in Jerusalem* (excerpt)

After exploring two variants of Holocaust historiography, functionalism and intentionalism, this unit draws a continuous line between developments in Germany after the First World War (including the rise of right-wing militias) and the institutions which enable the so-called Final Solution. Moral and institutional issues surrounding the Holocaust are examined through Browning's account of Police Battalion 101 in Poland, and excerpts from Lanzmann's film and Arendt's study of the Eichmann trial. A brief excerpt from Michel Foucault will allow students to connect this development with the models of sovereignty discussed in the first unit of the semester and will provide them with a concept, "biopolitics," through which to understand the transformation of state policy seen in the T4 eugenics program and the Nazi genocide.

Assessments: Questions on Holocaust (Blackboard); reading quiz on Browning; reaction paper

Week 8.1: MIDTERM EXAM

Week 8.2-9.1: The Air War and Strategic Bombing

Readings: U.S. Strategic Bombing Survey
William Rasch, "Introduction." *Bombs Away*.
William Rasch and Wilfried Wilms, "Afterword." *Bombs Away*
Assessment: Reaction paper: Specific questions on Rasch/Wilms texts.

In presenting the idea that strategy is often insufficiently accounted for by specifically military aims, this unit challenges students to reflect on the rationale for mass destruction of cities and civilian lives and dwellings. By comparing an official government document with a critical take on strategic bombing, students examine the discrepancy between pragmatic and ideology-driven military strategy.

Week 9.2-10.1: The Birth of the Partisan

Reading: Carl Schmitt, *Theory of the Partisan*
The Battle of Algiers (dir. Pontecorvo), excerpt

Weeks 10.2-11: From Protest to Terror

Reading: Hannah Arendt, *On Violence*
Germany in the Fall (various dirs.)
The Baader-Meinhof Complex (dir. Edel)

According to Schmitt, conflict in the modern world is marked by a transition from being limited and politically grounded to being unlimited, "absolute," and grounded in morality, economics, or a belief in universally applicable ideas. These texts explore the thinning of the line between soldiers and partisans and between protest and armed resistance after 1945. Students will be called upon to compare differing kinds of rationale for war and to reflect upon their assumed criteria for waging war.

Assessment: Reaction paper: Compose a brief case for an armed action you consider justified. Explain why it is justified by referring to criteria in this and previous units.

UNIT 4: War and the Uses of Memory

Weeks 12-13: War and Memory

Readings: Dagmar Barnouw: *The War in the Empty Air*

Week 12: Abstract and outline of final paper due

This unit concludes the course by exploring the uses of memory in consolidating our views of war and peace ideologically and producing a mechanism for criticizing or approving of our own wars today by comparison with Germany's past wars. This will bring the course to a close which substantially fills the General Education requirement of relevance to the students' own lives and decisions, as it addresses them as citizens who are responsible for their own and their country's use and abuse of history.

Students will also use this time to explore final presentation and paper topics which will require them to connect different histories and cultures in answering a substantive question on ideas of war and peace. The tentative general topic for this paper is the same as the title of this unit, "War and the Uses of Memory." The common topic will provide a framework for assessing and differentiating among levels of engagement with the course and attainment of the projected outcomes.

Week 14: Group presentations, to be continued during scheduled final exam time if necessary

Week 15: Dead week. Discussion of films by Steven Spielberg on course themes (*Saving Private Ryan*, *Schindler's List*, *Munich*).

SCHEDULED FINAL EXAM TIME: TBA

FINAL DRAFT OF TERM PAPER DUE AT THE BEGINNING OF THE SCHEDULED FINAL EXAM TIME

MCL
GER 342

General Education Course Submission Form

Date of Submission: June 1, 2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: Modern and Classical Languages, Literatures, and Cultures—German

Course Prefix and Number: GER 342 Credit hours: 3.0

Course Title: War, Peace, and Terror in Germany and Europe

Expected Number of Students per Section: 25-50 Course Required for Majors in your Program? no

Prerequisite(s) for Course? None

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

Name: Joseph O'Neil Email: joseph.oneil@uky.edu

Office Address: POT 1013 (mail to: POT 1055) Phone: 7-5283

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: [Signature] Date: 6/1/2010

Dean: Anna R. K. Bosch [Signature] Date: 9/21/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

Joseph D. O'Neil

MCL-German

GER 342: War, Peace, and Terror in Germany and Europe

This course grows out of a course I taught under the rubric GER 352: German-Speaking Europe, which fulfills a Humanities USP requirement. My previous version internationalizes this rubric significantly, including comparative examinations of rationales for war (England, USA, USSR), partisan and anticolonial violence (Algeria, Spain), and student protest movements and terror (USA) as well as strategic bombing policy (UK, USA). I will teach the course again this coming fall in the form proposed for General Education.

Global Dynamics: Overall Goals

The premise of this course is that war and terror are complex phenomena which one must understand in conceptual depth in order to understand the world in which we live. By challenging students' assumptions about the choice of war or peace, this course seeks to develop their awareness of how their cultural and social identities as residents of the United States in fact shape the meaning of international conflict both in historical interpretation of the meanings of war and the chances for peace and in current policies shaped by a political culture inherited from that historical framework. While it owes to my own specialization in German Studies, the choice of Germany is ideal for such a project because of the cultural, political and moral meanings Americans associate with the Second World War and the Holocaust. While less pertinent nowadays, the cultural battles around the First World War and the fascination with German nationhood give rise to similar meanings on a longer historical horizon. On this horizon, war expands quantitatively to embrace the whole globe and qualitatively in blurring the distinction

between combatants and non-combatants and the means of fighting. This course therefore explores both the historical reality and the contemporary creation of meaning around war, fulfilling the requirement to address societal and institutional change over time, cross-national and comparative perspectives, and power and resistance. While no practical component is envisioned for this course (students in ROTC can use it however they wish within other constraints), students will be asked to formulate their own political and moral positions on war and peace, and students' civic engagement on questions of the wars in Iraq and Afghanistan and national security will hopefully be informed by the perspectives they encounter in the course materials and in class discussions.

Learning Outcomes

Is war a matter of conflict among political communities such as nations, states, and power blocs, a conflict which is limited in scope, in means, and in time? Or is it the means of transformation of the whole world by any agent on a potentially endless spatial and temporal horizon? Is war fought because of specific causes and with specific, achievable goals? Or is it fought in the name of justice, humanity or morality? And what of peace? Can it be achieved through the progress of institutions of civil society, such as markets, travel, "citizen diplomacy"? Or is it only possible with the achievement of other goals such as security or even justice? Can it be achieved only by peaceful means, or can there really be a war to end war?

In posing these questions, this course redefines the civic and the notion of citizenship—of one's own country or of the world. In questioning national, cultural, and ideological boundaries, it addresses the balance between equality and diversity in a complex world. In examining the personal role of the soldier in experiencing war as well as political decision-making in theory and in practice, this course also asks students to make their own decisions about the roles of

culture, morality, ideology, and politics in questions of war and peace. By focusing on the German context in an evolving Europe, students will confront key issues in the form of concrete historical problems. In looking at how American discourse on Germany, from policy papers to pop culture, shapes our ideas about war and the globalization of war (intervention to prevent genocide, or to spread democracy, or to defeat leaders supposedly comparable to Hitler), this course moves from an examination of specific political, geographical and cultural entities (which would already be “local” as defined by the template) to an examination of the interplay of the reasons for war or peace perhaps encountered in the discourse of students’ communities (in the form of politicians, religious figures, media, and familial or personal encounters) with those present in the discourse of policy makers and those who set the global agenda.

Student engagement will be generated and documented in several ways. Reaction papers and challenging questions throughout the semester will require students to develop their own positions. By answering the question “Why war?” in one way or another in brief writing assignments and addressing the production of historical memory in the final unit of the course, students will demonstrate their personal engagement with these issues and their ability to apply their newly-acquired knowledge and perspective to a situation that pervades local life-worlds and global dynamics.

The assignment provided for General Education program assessment will take the form of a 12-15 page paper on the topic “War and the Uses of Memory” in which students will respond to and expand upon Dagmar Barnouw’s book *The War in the Empty Air* by articulating their own positions with reference to other texts and ideas from the syllabus and to at least one text, idea, or event not covered on the syllabus.