

Course Information

Date Submitted: 5/6/2013

Current Prefix and Number: GER - German Studies , GER 420G SP STDS GER LIT/CULT HIS (SR) OFFICE OF THE
SENATE COUNCIL

Other Course:

Proposed Prefix and Number: GER 550

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: Modern & Classical Languages

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Nels Jeff Rogers

Email: nelsjrogers@uky.edu

Phone: 7-4540

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: SPECIAL STUDIES IN GERMAN LITERARY AND CULTURAL HISTORY (SUBTITLE REQUIRED)

Proposed Title: Multidisciplinary German Studies Seminar (Subtitle Required)

c. Current Transcript Title: SP STDS GER LIT/CULT HIS (SR)

Proposed Transcript Title: Multidisciplinary Seminar: (SUBT)

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JUL 9 2014

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: literary and cultural history, such as Fascism, War and Literature, Expressionism in Art and Literature, and German Women Authors: Beyond Kinder, Kuche, Kirche. Students are encouraged to propose topics. May be repeated once if topic changes, for a maximum of six credits. Taught in German.

Proposed Course Description for Bulletin: A team-taught, multidisciplinary exploration of a set of issues that effect cultural, literary, geographical, historical, political, philosophical or social developments in Germany in relation to surrounding geographical areas. The seminar will foster multidisciplinary perspectives in the study of Germany, its inhabitants, and cultural traditions, in historical, contemporary, and comparative contexts. Seminar readings in German, discussion in English. Seminar foci will vary year to year, including such topics as "Individual and Collective Identity Formations in post-Enlightenment Germany," "Constructions of German Heimat," and "Freud, Culture, Society." May be repeated to a maximum of six credits.

2j. Current Prerequisites, if any: Prereq: Senior standing or consent of instructor.

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale: see attached.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JROUHIE|Jeanmarie Rouhier-Willoughby|GER 420G CHANGE Dept Review|20130506

SIGNATURE|RHANSON|Roxanna D Hanson|GER 420G CHANGE College Review|20140204

SIGNATURE|JMETT2|Joanie Ett-Mims|GER 420G CHANGE Undergrad Council Review|20140423

SIGNATURE|ZNNIKO0|Roshan N Nikou|GER 420G CHANGE Graduate Council Review|20140709

Courses	Request Tracking
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Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	1804	UG_Course_Changes.docx
Delete	2825	GER550_650.pdf
Delete	3400	German%20550-650%20Course%20Info%20%28Students%29%

| First | 1 | Last |

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	GER - German Studies GER 420G SP STDS GER LIT/CULT HIS (SR)	Proposed Prefix & Number: (example: PHY 401G)	GER 550
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		College of Arts & Sciences	
Submission Date:		5/6/2013	
b. Department/Division:		Modern & Classical Languages	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>			
e.* * Contact Person Name:		Nels Jeff Rogers Email: nelsjrogers@uky.edu Phone: 7-4540	
* Responsible Faculty ID (if different from Contact)		Email: Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term:	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change not affect DL delivery.			
b. Full Title:		SPECIAL STUDIES IN GERMAN LITERARY AND CULTURAL HISTORY (SUBTITLE REQUIRED)	
Proposed Title: *		Multidisciplinary German Studies Seminar (Subtitle Required)	

c.	Current Transcript Title (if full title is more than 40 characters):		SP STDS GER LIT/CULT HIS (SR)		
c.	Proposed Transcript Title (if full title is more than 40 characters):		Multidisciplinary Seminar: (SUBT)		
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	none
	Proposed – ADD ³ Cross-listing (Prefix & Number):				
	Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern				
Current:	Lecture 3	Laboratory ⁶	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 3	Laboratory ⁶	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input type="radio"/> No
	If YES:	Maximum number of credit hours:	6		
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input type="radio"/> No
i.	Current Course Description for Bulletin:				
	literary and cultural history, such as Fascism, War and Literature, Expressionism in Art and Literature, and German Women Authors: Beyond Kinder, Küche, Kirche. Students are encouraged to propose topics. May be repeated once if topic changes, for a maximum of six credits. Taught in German.				
*	Proposed Course Description for Bulletin:				
	A team-taught, multidisciplinary exploration of a set of issues that effect cultural, literary, geographical, historical, political, philosophical or social developments in Germany in relation to surrounding geographical areas. The seminar will foster multidisciplinary perspectives in the study of Germany, its inhabitants, and cultural traditions, in historical, contemporary, and comparative contexts. Seminar readings in German, discussion in English. Seminar foci will vary year to year, including such topics as "Individual and Collective Identity Formations in post-Enlightenment Germany," "Constructions of German Heimat," and "Freud, Culture, Society." May be repeated to a maximum of six credits.				
j.	Current Prerequisites, if any:				
	Prereq: Senior standing or consent of instructor.				
*	Proposed Prerequisites, if any:				
*					

k.	Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:	
	see attached.	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input checked="" type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

5/2/13

A&S Educational Policy Committee, Undergraduate Council and Senate Council:

I have submitted three course change requests on behalf of German Studies, for GER 415G, 416G and 420G. The changes are interrelated and part of an effort within MCL to align our offerings across divisions/languages and do housecleaning with regard to course descriptions and numbering.

For scheduling purposes, within MCL all *400-level courses currently taught together with 600-level courses are being turned into 500-level courses*. We will thus have 500/600-700 splits instead of 400/600 splits for our advanced seminars that are taken both by our graduate students and our advanced undergraduates. The rationale for these changes is that they will help us to: 1) align our offerings within MCL (Classics and French split level courses are currently 500/600) 2) give the department additional flexibility in course offerings (500 level courses can be offered stand alone and still be taken by graduate and undergraduate students whereas neither 400G or 600 courses can be so offered), 3) it will help with meeting enrollment minimums in our upper-division courses and 4) will make it easier for us to successfully integrate University Scholars into our existing curriculum (these students take up to four courses that can count toward their Bachelors and their Masters degrees during their senior year). In addition to the renumbering, the course descriptions for the courses have been updated to correspond better with the graduate course descriptions. *Expectations and grading for graduate students and undergraduate students have been and will remain differentiated in all of these courses.*

<u>Old combination</u>	<u>changed to</u>	<u>new combination</u>
GER 415G/615		<input type="checkbox"/> GER 515/615
GER 416G/616		<input type="checkbox"/> GER 516/616
GER 420G/650		<input type="checkbox"/> GER 550/650

Course titles and descriptions (These changes are not substantive, but align the titles and course descriptions for the newly renumbered 500-level courses and the already existing 600-level course). Previously the 4--G titles and descriptions did not match the 600-level course descriptions.

1) GER 415G Major German Authors (subtitle required) will be changed to GER 515 Studies in Major Authors: (Subtitle Required).

Course description for 515 will be changed to:

Explorations into one or several major figures of German literature. Reading of primary texts and pertinent scholarship together with an investigation of the authors' literary, social, or political significance during contemporary or later periods. May be repeated to a maximum of 12 credits.

2) GER 416G "Genres of German Literature: (subtitle required)" will be changed to GER 516 "Studies in Genre"

Course description for GER 516 will be changed to:

One major genre or a group of related genres. Readings in genre theory and in the key texts from various periods; study of the development of forms, techniques, and ideas. May be repeated to a maximum of 12 credits.

3) GER 420G "Special Studies in German Literary and Cultural History: (subtitle required)" will be changed to GER 550 "Multidisciplinary German Studies Seminar: (subtitle required)"

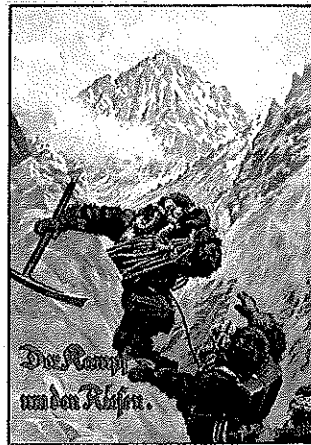
Description of GER 550 will be changed to

A team-taught, multidisciplinary exploration of a set of issues that effect cultural, literary, geographical, historical, political, philosophical or social developments in Germany in relation to surrounding geographical areas. The seminar will foster multidisciplinary perspectives in the study of Germany, its inhabitants, and cultural traditions, in historical, contemporary, and comparative contexts. Seminar readings in German, discussion in English. Seminar foci will vary year to year, including such topics as "Individual and Collective Identity Formations in post-Enlightenment Germany," "Constructions of German Heimat," and "Freud, Culture, Society." May be repeated to a maximum of six credits.

These changes were discussed and approved by the German Studies faculty on 5/3/2013.

If you have any questions regarding these changes, please do not hesitate to contact me. nelsjrogers@uky.edu or 7-4540

Nels Jeff Rogers - MCL, German Studies



German 550/650 (Spring 2013)
Mountains in the European Cultural Imagination

MW 15:30-16:45 Max Kade German House

Instructor: Harald Höbusch
Office: POT 1067
Telephone: 257-1873 (office)
E-mail: hhoebu@uky.edu

Office Hours: MON/WED 3:00-4:00 PM
and by appointment

□ **Course Description**

In addition to being physical forms, mountains – as Robert Macfarlane writes in the introduction to his 2003 study *Mountains of the Mind* – are “the products of human perception; they have been imagined into existence down the centuries.”

It is these very imaginings of mountains, especially the European Alps, that this seminar will explore via select textual and visual representations stretching from the Middle Ages to the mid-twentieth century. While the first half of the course will provide a historical overview of these imaginings, the second half of the course will focus on the imaginings of one particular mountain – Nanga Parbat – by a single nation – Germany – during one specific period of time: the years of National Socialism (1933–45). Readings in German and English. Course taught in English.

□ **Texts**

- Robert Macfarlane, *Mountains of the Mind* (PDF-excerpt to be distributed)
- Sean Ireton and Caroline Schaumann (Eds.), *Heights of Reflection. Mountains in the German Imagination from the Middle Ages to the Twenty-First Century* (Rochester, NY: Camden House, 2012)
- Andrew Beattie, *The Alps: A Cultural History* (PDF-excerpts to be distributed)
- Christian Rapp, *Höhenrausch. Der deutsche Bergfilm* (PDF-excerpts to be distributed)
- Jan-Christopher Horak (Ed.), *Berge, Licht und Traum. Dr. Arnold Fanck und der deutsche Bergfilm* (PDF-excerpts to be distributed)
- Jürgen Rauter, “Berge und Bergsteiger in der Literatur des 19. und 20. Jahrhunderts” (http://www.mythos-magazin.de/methodenforschung/jr_berge.htm)

- *The Bible* (King James Version)
(<http://www.kingjamesbibleonline.org/>)
- Francesco Petrarca, *The Ascent of Mont Ventoux*
<http://www.grtbooks.com/petrarch.asp?idx=3&yr=1327&aa=TE&at=SO>
- Albrecht von Haller, *Die Alpen*
(German: <http://gutenberg.spiegel.de/buch/5457/1>)
(English: PDF-Version to be distributed)
- Jean-Jacques Rousseau, *Julie oder die neue Heloise* (Letter XXIII)
(German/English: PDF-Version to be distributed)
- Ludwig Tieck, *Der Runenberg*
(German: <http://gutenberg.spiegel.de/buch/5463/1>)
- Adalbert Stifter, *Bergkristall*
(German: <http://gutenberg.spiegel.de/buch/214/1>)
- Wilhelmine von Hillern, *Die Geier-Wally*
(German: <http://gutenberg.spiegel.de/buch/5583/1>)
(English: <http://archive.org/stream/vulturemaidendi00hillgoog#page/n4/mode/2up>)
- Jakob Christoph Heer, *Der König der Bernina*
(German: <http://archive.org/details/derknigderberni00heergoog>)
- Friedrich Otten, *Der Kampf um den Riesen* (PDF-Version to be distributed)

□ Films

- Arnold Fanck, *Der weisse Rausch*
(<http://video.google.com/videoplay?docid=-8714331582485135777>)
- Arnold Fanck, *Der heilige Berg*
(http://www.youtube.com/watch?v=Z_qx1969E-M)
- Luis Trenker, *Der Rebell*
(to be put on library reserve)
- Fritz Bechtold/Frank Leberecht, *Nanga Parbat. Ein Kampfbericht*
(to be put on library reserve)
- Hans Ertl, *Nanga Parbat* (1953)
(<http://www.youtube.com/watch?v=Xz5kOQWg7Vs>)

□ General Syllabus

- Jan. 9 Course Introduction and Overview
(R. Macfarlane, *Mountains of the Mind*, pp. 1-21)
- Jan. 14 Mountains in Myth and Religion up to the Middle Ages
The Bible (King James Version) (excerpts)
(E. Berry, "Re-examining the Theological Roots of 'Mountain Glory'")
- Jan. 16 Mountains from the Middle Ages to the Renaissance
Francesco Petrarca, *The Ascent of Mont Ventoux*
(Albrecht Classen, "Terra Incognita? Mountains in the Medieval and Early Modern German Literature" in: *Heights of Reflection*, 35—56)
(Michael O'Connell, "Authority and the Truth of Experience in Petrarch's 'Ascent of Mount Ventoux'" in: *Philological Quarterly* 62 (1983), 507—520)
- Jan. 21 Martin Luther King Jr. Birthday (**Academic Holiday**)

- Jan. 23 Mountains as Utopia
Albrecht von Haller, *Die Alpen*
(Caroline Schaumann, "From Meadows to Mountaintops: Albrecht von Haller's *Die Alpen*" in: *Heights of Reflection*, 57—76)
- Jan. 28 A New Sense for Nature: The Mountain Sublime
- Jan. 30 Jean-Jacques Rousseau, *Julie, or the New Heloise* (Letter XXIII)
(Anthony Ozturk, "Geo-Poetics: The Alpine Sublime in Art and Literature"
in: *Heights of Reflection*, 77—97)
- Feb. 4 Mountains as a Means of Self-Discovery: The Romantic Age
- Feb. 6 Ludwig Tieck, *Der Runenberg*
(Peter Arnds, "From Eros to Thantos: Hiking and Spelunking in Ludwig Tieck's *Der Runenberg*" in: *Heights of Reflection*, 176—92)
- Feb. 11 Mountains as (Political) Refuge
- Feb. 13 Adalbert Stifter, *Bergkristall*
(Rauter, "Berge und Bergsteiger," 16—20)
- Feb. 18 Mountains as a Space of (Female) Emancipation
- Feb. 20 Wilhelmine von Hillern, *Die Geier-Wally* (1873)
(Rauter, "Berge und Bergsteiger," 24—28)
- Feb. 25 Mountains as "Heimat"
- Feb. 27 Jakob Christoph Heer, *Der König der Bernina* (1900)
(Rauter, "Berge und Bergsteiger," 31—35)
- Mar. 4 Mountains and Tourism
- Mar. 6 Arnold Fanck, *Der weisse Rausch* (1931)
(Jan-Christopher Horak, "Dr. Arnold Fanck: Träume vom Wolkenmeer und einer guten Stube" in: Horak, *Berge, Licht und Traum*, 15—55, esp. 45—47)
- Mar. 11—16 **Spring Vacation**
- Mar. 18 Mountains, War, Nation
(Dr. Gustav Müller, "Die Berge und ihre Bedeutung für den Wiederaufbau des deutschen Volkes")
- Mar. 20 Friedrich Otten, *Der Kampf um den Riesen*
(Harald Höbusch, "Narrating Nanga Parbat" in: *Sporting Traditions* 20.1 (Nov. 2003), 17—42)
(<http://www.la84foundation.org/SportsLibrary/SportingTraditions/2003/st2001/st2001f.pdf>)
- Mar. 25 Mountains as a Space of Healing
(Margarete Große, "Berge und Alltag")

- Mar. 27 Arnold Fanck, *Der heilige Berg*
(Wilfried Wilms, “The Essence of the Mountains is Struggle’: Strategies of *Gesundung* in Arnold Fanck’s Early Mountain Films” in: *Heights of Reflection*, 267—84)
- Apr. 1 Mountains as a Space of War
(Hermann Czant, *Alpinismus, Massenwintersport und Weltkrieg*)
- Apr. 3 Luis Trenker, *Der Rebell*
(Rapp, *Höhenrausch*, 179—98)
- Apr. 8 Mountains and National Socialism
(Meinhart Schild, “Bergsteigen als Rüstung”)
- Apr. 10 Fritz Bechtold/Frank Leberecht, *Nanga Parbat. Ein Kampfbericht* (1934)
(Harald Höbusch, “Mountain of Destiny’: The Filmic Legacy of Nanga Parbat” in: *Heights of Reflection*, 285—92)
- Apr. 15 Beyond Nationalism – Mountains in a New Era?
(K. M. Herrligkoffer, *Nanga Parbat 1953*, 1—22)
- Apr. 17 Hans Ertl, *Nanga Parbat*
(Harald Höbusch, “Mountain of Destiny’: The Filmic Legacy of Nanga Parbat” in: *Heights of Reflection*, 292—98)
- Apr. 22 Grad. Stud. Research Presentations (No. 1 and 2)
- Apr. 24 Grad. Stud. Research Presentations (No. 3 and 4)

□ **Course Objectives**

In this course students will...

- explore the various imaginings of mountains, especially the European Alps and the Himalayas, from the Middle Ages to the mid-twentieth century;
- investigate the multiple manifestations and functions of mountains in a broad range of texts (religious, autobiographical, philosophical, scientific, and literary writings; documentary and feature films);
- discover the impact of social, political, religious, artistic, etc. developments on the imaginings of mountains over the centuries;
- engage in a critical discussion of these documents with the help of appropriate theoretical texts and constructs;
- apply their growing insight into the multiple and changing roles of the imaginings of mountains via a research project of their choosing;
- present their research findings to an academic audience in a conference setting;
- formalize their findings in a research paper in adherence with accepted standards of scholarly writing and publication.

□ **Learning Objectives**

Upon completion of this course the students will be able to...

- exhibit a detailed understanding of the various imaginings of mountains through the ages;

- demonstrate an awareness of the various factors that shaped these imaginings over time;
- read and analyze a variety of textual and filmic genres critically and contextually;
- discuss their understanding of a given text in an academic setting;
- respond intelligently and respectfully to differing opinions;
- present their insights orally to a group of academic peers;
- compose analytical essays about a complex and multi-faceted issue for a university audience;
- establish connections between the course's main themes and their own experiences and reevaluate the latter in light of insights developed in the course.

□ **Mid-Term Grade**

Mid-term grades will be posted in *myUK* by the deadline established in the Academic Calendar. (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

□ **Requirements and Assessments**

Please note the key requirements for this seminar:

- regular attendance
- thorough preparation of class readings
- active participation in class discussions
- timely submission of written responses
- regular consultations with instructor on presentation

Attendance

You are expected to attend class regularly, arrive punctually, and participate frequently. If you have to be absent for a class meeting, you will be responsible for all material covered during the class period. If your absence is due to illness, a religious holiday, a sanctioned university event, etc. your absence will be excused, given you provide appropriate documentation to your instructor (see "Excused Absences" and "Verification of Absences" below). All other absences will count as unexcused and will affect your grade negatively: each unexcused absence will result in a *Class Discussion* grade of "E" for that day.

Preparation of Class Readings

It should be self-explanatory that in order for you to benefit from this seminar, thorough preparation of class readings is essential. You simply cannot comment on something you have not (or only partially) read. Given the crucial nature of this requirement, I will have to award a letter grade of "E" for each and every class reading not thoroughly, i.e., in its entirety, prepared by you.

Class Discussion (Lead)

Active preparation in our weekly class discussions is essential. It is here that you will be able to hone your skills in terms of presenting, arguing, and defending your insights about a given text and contribute to the overall learning experience.

Graduate students are further required to lead one class discussion on a text of their choice. In preparation for this task, individuals will identify a text from a list provided by the instructor and consult with the instructor on the planning of their session. Each session will consist of a brief introductory presentation of author and text as well as a subsequent guided discussion among participants.

Written Responses

In order to ensure informed and effective class discussions, seminar participants are required to submit one single-page typewritten response per week to one (or several) of the texts assigned for a given class meeting at the day of the meeting. These responses are to engage the texts on a critical level; simple text summaries will not be accepted. Responses may engage questions provided by the instructor or be of the participants' own choosing.

Research Paper and Presentation

Graduate students are to compose and present a 20-minute research paper (8-10 pages, type-written, double-spaced, 12pt Times New Roman) to all seminar members during a special meeting at the end of the semester (in German or English). Individuals (in consultation with the instructor) will identify a topic of their choice and subsequently develop their paper in close collaboration with the instructor. As part of their research presentation, individuals are expected to respond to questions from both their peers and the instructor.

Undergraduate students are to compose a research paper (6-7 pages, type-written, double-spaced, 12pt Times New Roman). Individuals (in consultation with the instructor) will identify a topic of their choice and subsequently develop their paper in close collaboration with the instructor.

Draft: **Monday, April 1**

Final version: **Monday, April 29**

Grading

	Grad. Students	Undergrad. Students
Preparation/Class Particip.	20%	20%
Written Responses	30%	30%
Class Discussions	10%	20%
Class Discussion Lead	10%	---
Research Paper	20%	30%
Research Presentation with Q+A	10%	---

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

Course Policies

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Please remember that the classroom is a space for exploration and dialogue, discussion and debate. Respect for each other's opinions is therefore a must; disrespectful behavior of any kind will not be tolerated.

As a sign of respect for our common intellectual enterprise, please turn off your cellphones prior to entering the classroom.

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Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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Accommodations due to Disability

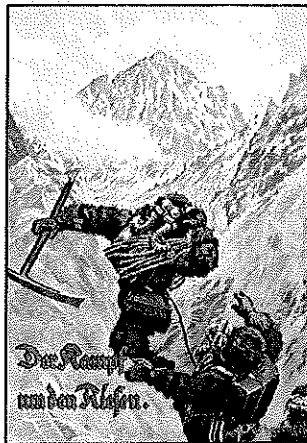
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□ German Film Series

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□ German *Stammtisch*

Stammtisch will be held every second week at *Pazzo's Pizza Pub* (385 South Limestone). *Stammtisch* is an informal gathering of German faculty, teaching assistants, students of German, and other individuals interested in German. It is a great opportunity (in a *very* relaxed atmosphere!) to work on your listening comprehension and speaking abilities and get to know others as well. We are looking forward to seeing you! Please consult the *Stammtisch* handout for details.



German 550/650 (Spring 2013)
Multidisciplinary German Studies Seminar:
Mountains in the European Cultural Imagination

MW 15:30-16:45 Max Kade German House

Instructor: Harald Höbusch
Office: POT 1067
Telephone: 257-1873 (office)
E-mail: hhoebu@uky.edu

Office Hours: MON/WED 14:00-15:00 PM
and by appointment

GER 550/650 is a team-taught, multidisciplinary exploration of a set of issues that effect cultural, literary, geographical, historical, political, philosophical or social developments in Germany in relation to surrounding geographical areas. The seminar will foster multidisciplinary perspectives in the study of Germany, its inhabitants, and cultural traditions, in historical, contemporary, and comparative contexts. Seminar readings in German, discussion in English. Seminar foci will vary year to year, including such topics as “Individual and Collective Identity Formations in post-Enlightenment Germany,” “Constructions of German Heimat,” and “Freud, Culture, Society.” May be repeated to a maximum of six credits.

□ Course Description

In addition to being physical forms, mountains – as Robert Macfarlane writes in the introduction to his 2003 study *Mountains of the Mind* – are “the products of human perception; they have been imagined into existence down the centuries.”

It is these very imaginings of mountains, especially the European Alps, that this seminar will explore via select textual and visual representations stretching from the Middle Ages to the mid-twentieth century. While the first half of the course will provide a historical overview of these imaginings, the second half of the course will focus on the imaginings of one particular mountain – Nanga Parbat – by a single nation – Germany – during one specific period of time: the years of National Socialism (1933–45). Readings in German and English. Course taught in English. Prerequisite: GER 311, 312 or equivalent.

□ Texts

- Robert Macfarlane, *Mountains of the Mind* (PDF-excerpt to be distributed)
- Sean Ireton and Caroline Schaumann (Eds.), *Heights of Reflection. Mountains in the German Imagination from the Middle Ages to the Twenty-First Century* (Rochester, NY: Camden House, 2012)
- Andrew Beattie, *The Alps: A Cultural History* (PDF-excerpts to be distributed)
- Christian Rapp, *Höhenrausch. Der deutsche Bergfilm* (PDF-excerpts to be distributed)
- Jan-Christopher Horak (Ed.), *Berge, Licht und Traum. Dr. Arnold Fanck und der deutsche Bergfilm* (PDF-excerpts to be distributed)
- Jürgen Rauter, "Berge und Bergsteiger in der Literatur des 19. und 20. Jahrhunderts" (http://www.mythos-magazin.de/methodenforschung/jr_berge.htm)
- *The Bible* (King James Version) (<http://www.kingjamesbibleonline.org/>)
- Francesco Petrarca, *The Ascent of Mont Ventoux* (<http://www.grtbooks.com/petrarch.asp?idx=3&yr=1327&aa=TE&at=SO>)
- Albrecht von Haller, *Die Alpen* (German: <http://gutenberg.spiegel.de/buch/5457/1>) (English: PDF-Version to be distributed)
- Jean-Jacques Rousseau, *Julie oder die neue Heloise* (Letter XXIII) (German/English: PDF-Version to be distributed)
- Ludwig Tieck, *Der Runenberg* (German: <http://gutenberg.spiegel.de/buch/5463/1>)
- Adalbert Stifter, *Bergkristall* (German: <http://gutenberg.spiegel.de/buch/214/1>)
- Wilhelmine von Hillern, *Die Geier-Wally* (German: <http://gutenberg.spiegel.de/buch/5583/1>) (English: <http://archive.org/stream/vulturemaidendi00hillgoog#page/n4/mode/2up>)
- Jakob Christoph Heer, *Der König der Bernina* (German: <http://archive.org/details/derknigderberni00heergoog>)
- Friedrich Otten, *Der Kampf um den Riesen* (PDF-Version to be distributed)

□ Films

- Arnold Fanck, *Der weisse Rausch* (<http://video.google.com/videoplay?docid=-8714331582485135777>)
- Arnold Fanck, *Der heilige Berg* (http://www.youtube.com/watch?v=Z_qx1969E-M)
- Luis Trenker, *Der Rebell* (to be put on library reserve)
- Fritz Bechtold/Frank Leberecht, *Nanga Parbat. Ein Kampfbericht* (to be put on library reserve)
- Hans Ertl, *Nanga Parbat* (1953) (<http://www.youtube.com/watch?v=Xz5kOQWg7Vs>)

□ General Syllabus

- Jan. 9 Course Introduction and Overview
(R. Macfarlane, *Mountains of the Mind*, pp. 1-21)
- Jan. 14 Mountains in Myth and Religion up to the Middle Ages
The Bible (King James Version) (excerpts)
(E. Berry, "Re-examining the Theological Roots of 'Mountain Glory'")

- Jan. 16 Mountains from the Middle Ages to the Renaissance
 Francesco Petrarca, *The Ascent of Mont Ventoux*
 (Albrecht Classen, "Terra Incognita? Mountains in the Medieval and Early Modern German Literature" in: *Heights of Reflection*, 35—56)
 (Michael O'Connell, "Authority and the Truth of Experience in Petrarch's 'Ascent of Mount Ventoux'" in: *Philological Quarterly* 62 (1983), 507—520)
- Jan. 21 Martin Luther King Jr. Birthday (**Academic Holiday**)
- Jan. 23 Mountains as Utopia
 Albrecht von Haller, *Die Alpen*
 (Caroline Schaumann, "From Meadows to Mountaintops: Albrecht von Haller's *Die Alpen*" in: *Heights of Reflection*, 57—76)
- Jan. 28 A New Sense for Nature: The Mountain Sublime
- Jan. 30 Jean-Jacques Rousseau, *Julie, or the New Heloise* (Letter XXIII)
 (Anthony Ozturk, "Geo-Poetics: The Alpine Sublime in Art and Literature" in: *Heights of Reflection*, 77—97)
- Feb. 4 Mountains as a Means of Self-Discovery: The Romantic Age
- Feb. 6 Ludwig Tieck, *Der Runenberg*
 (Peter Arnds, "From Eros to Thantos: Hiking and Spelunking in Ludwig Tieck's *Der Runenberg*" in: *Heights of Reflection*, 176—92)
- Feb. 11 Mountains as (Political) Refuge
- Feb. 13 Adalbert Stifter, *Bergkristall*
 (Rauter, "Berge und Bergsteiger," 16—20)
- Feb. 18 Mountains as a Space of (Female) Emancipation
- Feb. 20 Wilhelmine von Hillern, *Die Geier-Wally* (1873)
 (Rauter, "Berge und Bergsteiger," 24—28)
- Feb. 25 Mountains as "Heimat"
- Feb. 27 Jakob Christoph Heer, *Der König der Bernina* (1900)
 (Rauter, "Berge und Bergsteiger," 31—35)
- Mar. 4 Mountains and Tourism
- Mar. 6 Arnold Fanck, *Der weisse Rausch* (1931)
 (Jan-Christopher Horak, "Dr. Arnold Fanck: Träume vom Wolkenmeer und einer guten Stube" in: Horak, *Berge, Licht und Traum*, 15—55, esp. 45—47)
- Mar. 11—16 **Spring Vacation**
- Mar. 18 Mountains, War, Nation
 (Dr. Gustav Müller, "Die Berge und ihre Bedeutung für den Wiederaufbau des deutschen Volkes")

- Mar. 20 Friedrich Otten, *Der Kampf um den Riesen*
(Harald Höbusch, "Narrating Nanga Parbat" in: *Sporting Traditions* 20.1 (Nov. 2003), 17—42)
(<http://www.la84foundation.org/SportsLibrary/SportingTraditions/2003/st2001/st2001f.pdf>)
- Mar. 25 Mountains as a Space of Healing
(Margarete Große, "Berge und Alltag")
- Mar. 27 Arnold Fanck, *Der heilige Berg*
(Wilfried Wilms, "'The Essence of the Mountains is Struggle': Strategies of *Gesundung* in Arnold Fanck's Early Mountain Films" in: *Heights of Reflection*, 267—84)
- Apr. 1 Mountains as a Space of War
(Hermann Czant, *Alpinismus, Massenwintersport und Weltkrieg*)
- Apr. 3 Luis Trenker, *Der Rebell*
(Rapp, *Höhenrausch*, 179—98)
- Apr. 8 Mountains and National Socialism
(Meinhart Sild, "Bergsteigen als Rüstung")
- Apr. 10 Fritz Bechtold/Frank Leberecht, *Nanga Parbat. Ein Kampfbericht* (1934)
(Harald Höbusch, "'Mountain of Destiny': The Filmic Legacy of Nanga Parbat" in: *Heights of Reflection*, 285—92)
- Apr. 15 Beyond Nationalism – Mountains in a New Era?
(K. M. Herrligkoffer, *Nanga Parbat 1953*, 1—22)
- Apr. 17 Hans Ertl, *Nanga Parbat*
(Harald Höbusch, "'Mountain of Destiny': The Filmic Legacy of Nanga Parbat" in: *Heights of Reflection*, 292—98)
- Apr. 22 Grad. Stud. Research Presentations (No. 1 and 2)
- Apr. 24 Grad. Stud. Research Presentations (No. 3 and 4)

□ Course Objectives

In this course students will...

- explore the various imaginings of mountains, especially the European Alps and the Himalayas, from the Middle Ages to the mid-twentieth century;
- investigate the multiple manifestations and functions of mountains in a broad range of texts (religious, autobiographical, philosophical, scientific, and literary writings; documentary and feature films);
- discover the impact of social, political, religious, artistic, etc. developments on the imaginings of mountains over the centuries;
- engage in a critical discussion of these documents with the help of appropriate theoretical texts and constructs;

- apply their growing insight into the multiple and changing roles of the imaginings of mountains via a research project of their choosing;
- present their research findings to an academic audience in a conference setting;
- formalize their findings in a research paper in adherence with accepted standards of scholarly writing and publication.

□ **Student Learning Outcomes**

Upon completion of this course the students will be able to...

- exhibit a detailed understanding of the various imaginings of mountains through the ages;
- demonstrate an awareness of the various factors that shaped these imaginings over time;
- read and analyze a variety of textual and filmic genres critically and contextually;
- discuss their understanding of a given text in an academic setting;
- respond intelligently and respectfully to differing opinions;
- present their insights orally to a group of academic peers;
- compose analytical essays about a complex and multi-faceted issue for a university audience;
- establish connections between the course's main themes and their own experiences and reevaluate the latter in light of insights developed in the course.

□ **Mid-Term Grade**

Mid-term grades will be posted in *myUK* by the deadline established in the Academic Calendar. (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

□ **Requirements and Assessments**

Please note the key requirements for this seminar:

- regular attendance
- thorough preparation of class readings
- active participation in class discussions
- timely submission of written responses
- regular consultations with instructor on presentation

Attendance

You are expected to attend class regularly, arrive punctually, and participate frequently. If you have to be absent for a class meeting, you will be responsible for all material covered during the class period. If your absence is due to illness, a religious holiday, a sanctioned university event, etc. your absence will be excused, given you provide appropriate documentation to your instructor (see "Excused Absences" and "Verification of Absences" below). All other absences will count as unexcused and will affect your grade negatively: each unexcused absence will result in a *Class Discussion* grade of "E" for that day.

Preparation of Class Readings

It should be self-explanatory that in order for you to benefit from this seminar, thorough preparation of class readings is essential. You simply cannot comment on something you have not (or only partially) read. Given the crucial nature of this requirement, I will have to award a letter grade of "E" for each and every class reading not thoroughly, i.e., in its entirety, prepared by you. Preparation of class readings will be assessed via your written responses to a set of reading questions for each text.

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Graduate students are further required to lead one class discussion on a text of their choice. In preparation for this task, individuals will identify a text from a list provided by the instructor and consult with the instructor on the planning of their session. Each session will consist of a brief introductory presentation of author and text as well as a subsequent guided discussion among participants.

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Late & Missed Assignments / Makeup of Assignments

Assignments handed in late (unless an extension has been granted by the instructor) will result in a drop by one (1) letter grade per day. Missed assignments will result in a letter grade of "E". Assignments may be made up only if the student can demonstrate that his/her failure to hand in the assignment on time is due to circumstances that qualify as an excused absence.

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