

## Form E-1-A for Boston College Departments/Programs

### German Studies: Literature Core, 2024

[GERM1066: The Quest for Justice: Kafka and Kleist (Freudenburg) – not currently offered]

[GERM1067: The Romantic Experience (Bowles) – not currently offered]

GERM1601: Perspectives on Art: Expression and Explosion (Bowles – paired with Vanessa Rumble in Philosophy and Jen Burns in Art History/Environmental Studies)

GERM1701: Constructing Deviance: Madmen, Hysterics, & Criminals (Bowles – as an Enduring Questions pairing with Stephen Pfohl in Sociology)

GERM2163: Triumphant Calamity: The Modern Condition (Bowles)

GERM2221: Madmen, Hysterics, & Criminals: Inventing Deviance (Bowles)

GERM2239: Knights, Castles, & Dragons (Resler)

GERM2240: King Arthur in German Literature (Resler)

GERM3000: Von Runen zu Ruinen: Literarische Kultur (various)

### German Studies: Arts Core, 2024

GERM2011: Deutscher Film (Block)

GERM2203: Representing the Holocaust (Block)

UNAS1721: Holocaust, History, Representation & Memory (Block – as an Enduring Questions pairing with Devin Pendas in History)

### German Studies: Engaging Difference and Justice, Cultural Diversity Core, 2024

GERM1701: Constructing Deviance: Madmen, Hysterics, & Criminals (Bowles – as an Enduring Questions pairing with Stephen Pfohl in Sociology)

GERM2221: Madmen, Hysterics, & Criminals: Inventing Deviance (Bowles)

UNAS1721: Holocaust, History, Representation & Memory (Block – as an Enduring Questions pairing with Devin Pendas in History)

1) Have formal learning outcomes been developed? What are they?

General formal learning outcomes for Literature Core courses offered through German Studies have been developed. They are:

- Gained deeper insight into the ways in which Western cultures, especially German-speaking ones, have framed and challenged different mechanisms of self-understanding, be it through the concept of justice, modernity, madness, etc.
- Engaged in critical inquiry and reflected meaningfully on alternative ways of looking at the world through literature, together with their peers and course instructor
- Been introduced to (or further developed) the disciplinary practices of literary study, including close reading, textual analysis, critical thought, and the practice of writing
- Been afforded the opportunity to identify the linguistic and formal satisfactions of literary art, especially of German-language literature since 1800

Specific learning outcomes for Arts Core courses taught in the German Studies program have been developed in consultation with the individual instructors and department faculty as well as with the Center for Teaching Excellence and Core office staff. While specific learning outcomes do vary depending on each course, German Studies Literature Core courses in general address enduring questions—How do we define ourselves against what we fear? How might we think of crisis as opportunity and innovation? How does our understanding of literature shape our conception of the world and ourselves? How might we see literature as a mode of sociological inquiry?—within the unique framework of the German literary and cultural legacy, especially since 1800 (but also including medieval literature). Our Arts Core courses raise and address some of the same questions—How do we square atrocity with aesthetic representation? How do we give form to what remains inexpressible?—and focus on the German cinematic legacy since 1945 (and its representation of the Holocaust). Three of our courses have been designated for credit under the Engaging Difference and Justice program of the Cultural Diversity Core. Those formal learning outcomes emerged from internal deliberations and consultation with the Core Office.

In pursuing answers to these queries from the vantage point of a foreign-language cultural tradition, we aim to provide students a German-centric intellectual perspective for examining their own cultures and values from the outside; for understanding the shifting histories of these enduring questions and any potential answers to them; for grasping the everyday relevance of critical thinking, reading, and writing; for coming to terms, through narratological training, with the power of literature to shape human experience and understanding, and to contribute to personal and intellectual formation; and for practicing and appreciating the necessity of written expression, argumentation, and research.

For GERM1701, for instance, the learning outcomes are:

“Participants in both courses are expected to cultivate the skills essential for thinking critically about theories, practices, and representations of “deviance” in literary and sociological settings. Students in the Literature Core are expected to engage analytically with questions of difference, discrimination, alienation, exclusion, confinement, injustice, power, and (ab)normality, among others, and to articulate the various ways literature gives form to and challenges these concepts.

Students enrolling in this course will therefore be evaluated according to their progress in

achieving a number of outcomes. Foremost among these is to demonstrate the ability to apply literary and sociological perspectives to the enduring question of how and why societies construct deviance. At the end of the semester in this particular course, successful students will have learned to:

*genre*

- be able to identify and distinguish between literary genres and subgenres.
- be able to identify and discuss major formal elements of these literary genres and subgenres.

*voice*

- be able to identify the narrative voice/perspective of a text.
- discuss the features and conventions (or unconventionalities) of a particular narrative perspective.
- be able to identify, understand, and discuss the ways narrative perspective shapes their interpretations of a text.

*interpretation*

- cultivate, further develop, and articulate strategies for approaching and interpreting new texts.
- cultivate and further develop the ability to perceive and interpret subtext, argumentation, bias, connotation, association, and metaphor.
- understand and articulate the advantages and limitations of their interpretative perspective.

*expression*

- understand the expressive conventions of different media.
- develop and hone the ability to express themselves using the conventions of different media.
- articulate different viewpoints about the same question, text, or problem.
- identify the limits and biases of these viewpoints.

*discipline*

- understand the respective approaches, methodologies, and concerns of sociological and literary inquiry.
- articulate the differing concerns of sociological and literary approaches to the same question or problem.
- understand literature as a site of sociological debate, contestation, and history.

*deviance*

- cultivate awareness of social, political, historical, and linguistic processes of exclusion.
- develop an understanding of how we employ these processes of exclusion and discrimination in our literary world to define ourselves and the world around us.
- articulate the limits and drawbacks of these processes and recognize the inherent limits of binary thinking.
- demonstrate an ability to think critically and in an ethically-informed manner about the poetics of deviance.

*formation*

- become more mindful of matters of injustice, power imbalance, exclusion, discrimination.
- develop a practice of reflecting, in whatever form, on how they might disrupt processes of injustice and exclusion.”

## 2) Where are these learning outcomes published? Be specific.

Learning outcomes for German Studies Literature Core, Arts Core, and EDJ courses are published on course syllabi, which are distributed to students, posted to each course's Canvas site, and included in the university's syllabus database for access by members of the Boston College community. Further, general learning outcomes for German Studies Literature Core courses are published on our department website (ESGS / About / Learning Outcomes) [here](#).

## 3) Other than GPA, what data/evidence is used to determine whether students have achieved the stated outcomes of the course?

To assess whether students in our Core courses achieve the stated learning outcomes, we have begun instituting interim and final course assignments tailored specifically to the respective objectives of each course. In GERM2163, for instance, students complete three long-form writing assignments and one in-class solo presentation—one literary close reading, one thesis paper, one creative project to allow for interdisciplinary and multimedia approaches to critical response, and a teaching presentation for their peers—to demonstrate mastery of the disciplinary and thematic outcomes for this course on modernism.

In GERM1701, students completed these same three writing assignment types to practice their respective disciplinary and thematic skills, and they then proposed, designed, and completed a large final project, which they then workshopped with classmates and their two instructors and presented in a plenary session of the paired courses. The projects were designed to assess achievement of each course's learning outcomes (listed above) and the integration of literary with sociological inquiry.

In addition to our own evaluation of student achievement, we have begun adding questions to course evaluations to survey students' perceptions of their own achievement of the stated learning outcomes. In GERM1601, for example, the question prompts read as follows:

[5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree)

1. I was presented with balanced perspectives on art from each half of this course.
2. The reflection sessions gave me the opportunity to evaluate and connect course material to my life and the broader community.
3. The learning experience in this course challenged me to re-examine my values and assumptions about art by learning about literature and philosophy and their respective approaches to art.
4. What I learned in one course complemented what I learn in the other course.

(The resultant average scores [n=15] for the above questions, for Fall 2023, were: 1.) 4.57; 2.) 4.79; 3.) 4.71; 4.) 3.64. The response rate for the course was 88.2%, the median and mode for

the first three questions was 5, and the final question had a median of 4 and a mode of both 5 and 4.)

We also aim to meet with Jess Greene during the upcoming academic year to discuss other ways we can assess student progress and improve our own courses and assessments.

#### **4) Who interprets the evidence? What is the process?**

Instructors interpret course-level assignments to evaluate whether students are on track to achieve course learning outcomes. Representative samples of student work are maintained in the instructors' files. Randomized examples of the large-scale, capstone-like final projects (from GERM1701 and SOCY1710, and UNAS1721 and HIST1728) have been submitted to the Office of the Core for evaluation, along with instructor comments. Course evaluations, furthermore, are interpreted both by the instructor and the department chair, and survey results are shared and interpreted by program faculty. In the case of these particular surveys of Core courses, data are also shared with the Core Program officers. Recommendations for changes in curriculum or assignments are made in consultation with department colleagues on a two-year cycle (the cycle on which these courses are typically given) at departmental meetings.

#### **5) What changes have been made as a result of using the data/evidence?**

After our new Literature Core course was launched in Spring 2016 and Fall 2017 (GERM2221/FREN3315/ENGL2210), the instructor redesigned the course with Prof. Stephen Pfohl of the Sociology Department in order to offer an Enduring Questions seminar as part of Core Renewal. That new course, GERM1701, has been offered in Spring 2019 and Spring 2024, and data were very positive. Data from one of our Literature Core courses, GERM2221, suggest strong evidence that our students attain the desired learning outcomes. (See also the scores relayed in question 3)

[5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree)

1. In this course I was able to cultivate, develop further, and articulate strategies for approaching and interpreting new texts: 4.64 mean, 5 median, 5 mode
2. This course helped me understand literature as a site of cultural debate, contestation, and history: 4.82 mean, 5 median, 5 mode.
3. This course helped me recognize the limits and drawbacks of binary thinking: 4.64 mean, 5 median, 5 mode.
4. This course helped me think critically and in an ethically-informed manner about the poetics of deviance: 4.73 mean, 5 median, 5 mode.

As a result of prior assignments and surveys, however, learning outcomes for each Core course offered have been articulated more concretely and precisely, and assessments better scaffolded to prepare and guide students to achieve those outcomes.

**6) Date of the most recent program review.**

The most recent comprehensive departmental self-study and review took place in Winter 2012. The offerings in the Core Program by the German Studies program were mostly recently studied and reviewed, internally, in Fall 2022. GERM1601, the most recently devised new course, was offered by Danny Bowles for the first time as part of the renewed Perspectives on Art series in Fall 2023 (in its first year—co-taught with Vanessa Rumble in Philosophy and Jen Burns in Art History/Environmental Studies); and GERM1701 was taught for the first time as a Cultural Diversity Core (EDJ) course in Spring 2024. All proposals for Literature, Arts, and Engaging Difference and Justice Core offerings from the German Studies program have been reviewed successfully by the UCRC.