Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: CLA
   Department: Foreign Languages & Literatures

2. Course Prefix and Number: FLGC 3150

3. Effective Term: M 2012

4. Course Title: Narratives of Human Difference: Selected Topics
   Abbreviated Title (30 characters or less): Narratives of Human Difference

5. Requested Action:
   ○ Renumber a Course
   ○ Add a Course
   ○ Revise a Course
   Current Course Number: FLGC 3150
   Proposed Course Number:
   Type of Revision:

6. Course Credit:
   Contact/Group Hours
   Scheduled Type
   [e.g.: Lab, Lecture, Practicum, Directed Study]
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Maximum Hours (Repeatability): 6

   Total Credit Hours: 3

7. Grading Type:
   ○ Regular (ABCDF)
   ○ Satisfactory/Unsatisfactory (S/U)
   ○ Audit

8. Prerequisites, Co-Requisites:
   (Indicate with * if item is recommended but not required; indicate minimum grade, if applicable.)
   Prerequisite(s): None
   Co-Requisite(s): None
   Pre/Co-Requisite(s): None

9. Restrictions:
   □ College
   □ Major
   □ Standing
   □ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Topics drawing on world literature, arts, film, and culture that explore the phenomenon of human difference as expressed in racism, stereotypes, and the exclusion of the Other. Rotating themes.

10. May Count Either
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program)
    Program Type
    [e.g.: minor, major, etc.]
    Program Title
    [e.g.: MS in Chemistry, Performance Option, Minor in Art]
    Requirement or Elective?
    [required or optional?]
    Minor
    Minor in Global Studies
    optional

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    □ Applicable
    □ Not Applicable
14. Justification:
The topics course is part of a new Minor in Global cultures and will explore manifestations of human difference that have historically, negatively affected intercultural understanding. Fear and consequently exclusion of the foreign, other have caused (civil) war, terrorism, and genocide.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
None

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization — i.e.: Dean — where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
Students will understand the problematic, dangerous nature of inclusion and exclusion of human beings based on race, gender, and cultural and religious differences; recognize the importance of tolerance and open mind in an increasingly global world which draws those differences even closer; and learn to critically engage textual and visual expressions for a deeper understanding of the driving forces behind the persecution of others.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

<table>
<thead>
<tr>
<th>Sample: Representations of the Holocaust</th>
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<tbody>
<tr>
<td>WEEK ONE</td>
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<tr>
<td>Introduction: Jewish Life in Germany and Austria before 1933; German-Jewish Relations; Antisemitism in Europe</td>
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<tr>
<td>Reading: Benz, ch. 2 and 3</td>
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<td>Film (excerpts): Leni Riefenstahl, Triumph of the Will (1934)</td>
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<td>WEEK TWO</td>
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<tr>
<td>Reading: Sebastian Haffner, Defying Hitler (1939/2001)</td>
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<tr>
<td>Benz: ch. 4 and 5</td>
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<td>WEEK THREE</td>
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<td>Reading: Anne Frank, The Diary of a Young Girl; Film (excerpts): George Stevens, The Diary of Anne Frank (1959)</td>
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<td>WEEK FOUR</td>
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<tr>
<td>TEST</td>
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<tr>
<td>Reading: Imre Kertesz, Fatelessness</td>
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<td>WEEK FIVE</td>
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<td>Reading: Primo Levi, Survival in Auschwitz</td>
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<td>Benz, ch. 6</td>
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<td>WEEK SIX</td>
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<td>Reading: Eli Wiesel, Night</td>
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<td>Benz, ch. 7</td>
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<td>WEEK SEVEN</td>
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<tr>
<td>Reading: Wiesel cont.</td>
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<td>Benz, ch. 8 and 9</td>
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<td>WEEK EIGHT</td>
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<tr>
<td>Reading: Lanzmann, Shoah (excerpts)</td>
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<td>Benz, ch. 10 and 11</td>
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<td>WEEK NINE</td>
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<tr>
<td>Reading: Weiss, The Investigation</td>
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<tr>
<td>WEEK TEN</td>
</tr>
<tr>
<td>Reading: Weiss, The Investigation, cont.</td>
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TEST

WEEK ELEVEN
Selected Poetry (handout) Paul Celan, "Death Fugue", Nelly Sachs, "O the Chimneys"; Art Spiegelman, "Maus"

WEEK TWELVE
Reading: Soma Morgenstern, The Third pillar (1955)

WEEK THIRTEEN
Reading: Schlink, The Reader (1995)

WEEK FOURTEEN
Artistic Responses (Peter Aldor, Samuel Bak, Joseph Bau, Aharon Gluska, Stanislaw Togel, Fritz Lederer)

WEEK FIFTEEN
Lessons Learned: Genocide Before (The Armenians-Turkey) and Past (Rwanda, Darfur/Sudan, The Kurds-Saddam); The Israeli-Palestinian Conflict ... [online materials from the Center for Holocaust and Genocide Studies at the University of Minnesota]

FINAL

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Homework, in-class work/class participation
=Discussion and analysis of assigned readings and visuals shown
3 Tests
=both multiple choice (to underscore that students read and have a general understanding of the readings and materials discussed in class) as well as essay type questions that will require students to connect the various issues and draw conclusions about their society's as well as other societies' attitude and behavior today.
Final
=Students will be given a topic of choice which they will analyze from several perspectives they learned about and suggest relevant conclusions for the future.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Course evaluation:

Homework, in-class work/class participation, 10%
2 Tests 60%
Final 30%

Grading scale: A=100-90; B=89-80; C=79-70; D=69-60; F=59-0.

(List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))
REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).