

APPENDIX.

Supplementary Information to selected Proposals

Last revised: Wednesday, December 3, 2003

CLAS Committee on Curricula and Courses

December 9, 2003

2003-165 (proposed syllabus follows CV)

Curriculum Vitae for Arthur A. Smith

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EDUCATION

Valparaiso University School of Law, Valparaiso, Indiana.

Juris Doctor, May 1990

Certificate of honor, in recognition of course honors in 'Race Relations and the Law', 1990.

Certificate of completion of legal training at Hua Dong Zheng Fa Xue Yuan, the East China Institute of Politics and Law, Shanghai, People's Republic of China.

Indiana University, Bloomington, Indiana.

Master of Arts, 1987

Asian Studies degree with coursework in Modern Chinese, Introduction to Classical Chinese, and Modern Japanese language.

Thesis: "Environmental Control in the People's Republic of China: Reciprocity and Community Values"

Foreign Language and Area Studies Scholarship Recipient (FLAS)

Bachelor of Arts, 1979

Psychology (major), Sociology (minor)

Indiana University Founder's Day Honors Recipient

EMPLOYMENT

Immigration and Employment Law Practice, 104 Hungerford Street, Hartford, Connecticut.

Permanent Residency Visas ("Green Cards"), Temporary Visas, representation at Immigration and Naturalization Service Interviews, and IRCA and I-9 Compliance with employment law consulting, also including asylum law representation.

Education Law Project, Inc., Willimantic, Connecticut, state-wide not-for-profit pilot project, from 1992 to present, representing the educational needs of minority students in the state on claims of civil rights, discrimination and statutory entitlements.

Poverty Law Practice, Connecticut Legal Services, Inc. formerly of Middletown, Connecticut (860) 344-0447, under state contract to represent protected class Consent Decree beneficiaries.

Office of the Attorney General, law student intern, May 1989 to August 1989. Responsibilities include: legislative research, statutory drafting and legal writing.

PROFESSIONAL ASSOCIATIONS AND AFFILIATIONS:

Progressive Chinese Association, Boston, Massachusetts. (Assisted in organization of Chinese restaurant employees to educate about labor laws, to motivate union interests, and disseminate literature).

Asian Family Services, Inc. 237 Hamilton Street, Hartford, Connecticut. Under consideration for position as member of the Board of Directors.

American Immigration Lawyer's Association (AILA)
Connecticut Employment Lawyer's Association (CELA)
Employment Law Committee of the Connecticut Bar Association
International Law Committee of the Connecticut Bar Association
Education Law Committee of the Connecticut Bar Association

PRESENTATIONS AND COMMUNITY SERVICE

Presentation to the Connecticut Legislative Sub-Committee on Education-advocating for consistency between Federal and State statutory language.

"Reaching Students Who Are Seriously Emotionally Disturbed." Presentation to the Young Adult Institute Conference.

"Ethics in Education Law," Presentation to the Connecticut Bar Association.

"Guns in Our Schools: What is a Gun?" Presentation to the Special Education Advocacy Network (S.E.A.N.)

"The Use of Injunctive Relief in Education Law Cases." Presentation to the S.E.A.N.

Member of the Windham Alternative Sentencing Bureau.

AIDS taskforce of Windham, member and outside reader for the proposed AIDS curriculum K-12.

Member of the Juvenile Delinquent and Learning Disabled-First Offender Program under the direction of the Honorable Judge Thelma Santos.

Proposed Course Syllabus: AASI 298 Asian Americans and the Law

Fall Semester 2004

Instructor: Arthur Smith, Attorney at Law

COURSE DESCRIPTION

This course will examine legal issues, cases and legislation in the context of historical and current realities of Asian Americans.

The course will include lectures, readings (books, articles, cases and legislation), guest speakers, films, classroom discussion, and student presentations.

COURSE OBJECTIVES

- To introduce students to American law, jurisprudence and legal institutions which have defined the history of the Asian American experience.
- To inform students about the legal context of Asian American history in the United States.
- To introduce students to the literature on American law, jurisprudence and legal institutions which define the legal history of the Asian American experience.
- To enable students to critically review some of the most important primary and secondary sources in the field of Asian Americans and the law.
- To broaden students' understanding of the history of U.S. minorities and of U.S. racism.

COURSE REQUIREMENTS

Students are expected to attend all class meetings, complete all assigned readings, and contribute to the class discussions.

2. Examinations will include: class presentation of written memo, 25% of class grade, mid-term written examination, 25% of class grade, final written comprehensive examination, 25% of class grade. The remaining 25% will be based upon classroom participation.

Legal Memo Requirements: Each student will be required to submit a legal memo. The legal memo should argue or advocate for a position on a legal issue or subject of relevance to the Asian American community. The instructor will suggest some topics, and the students may select from among these topics or write on another topic with the approval of the instructor. The paper should be about 10 pages, neatly typed, double-spaced. With permission of the instructor, up to two students may work on one paper together. The memo will count for 25% of the final grade, and is due on the last day of class.

PROPOSED TOPICS FOR LEGAL MEMO (you may select from these topics or choose another topic with the approval of the instructor).

Employer sanctions for hiring undocumented workers should be maintained/repealed.

Legalization should/should not be granted for undocumented immigrants.

Welfare and other government benefits for legal immigrants should be denied/provided.

The redress and reparations act does/does not constitute a just remedy for the incarceration of Japanese Americans during World War II.

“English only” rules and ordinances at the work site should be permitted/banned.

Affirmative Action benefits/harms Asian Americans.

There are sufficient/insufficient laws with regards to penalties for racial violence.

Does the use of Connecticut’s “hate laws” by University of Connecticut police curb racial harassment on campus?

Recent legislation holding manufacturers jointly liable for the work of their contractors is effective/ineffective at curbing sweatshops.

The U.S. government’s handling of the Wen Ho Lee cases was fair/discriminatory.

Does AIDS activist Dr. Wan Yanhai (see attachment) meet the requirements for asylum in the U.S. and if he should apply, should he be accepted?

COURSE OUTLINE

August 28-Introduction/Course Overview (Lecture)

September 2-History of American Law (Lecture)
(Selected readings from Law and American History: Cases and Materials, Stephen B. Presser and Jamil S. Zainaldin)

Topics to include:

The Science of Law
The New Deal and the Nine Old Men
Legal Realism
Beyond Legal Realism

September 4-Critical Legal Studies (CLS) (Class Discussion)
(Selected readings from The Politics of Law, David Kairys, editor. 3rd edition, 1998, and critique of CLS in Revisited Progressive Legal Scholarship by Andrew Morris)

Proponents of CLS believe that the logic and structure attributed to the law grow out of the power relationships of the society. The law exists to support the interests of the party of class that forms it and it is merely a collection of belief and prejudices that legitimize the injustices of society. The wealthy and the powerful use the law as an instrument for oppression in order to maintain their place in hierarchy. The basic idea of CLS is that law is politics and it is not neutral or value free.

September 9-Early Asian Immigration and Discriminatory Laws (Lecture)
(Selected readings from Asian Americans: An Interpretive History, by Sucheng Chan)

Topics to include:

1790 Naturalization Act
“aliens ineligible to citizenship”
Chinese Exclusion Act
Act of September 13
1888 & Scott Act 1888
dekesegi immigration
Cable Act 1922
1924 Immigration Act

September 11-Race as a Legal Construct (Lecture)
(White by Law: the Legal Construction of Race, Ian F. Haney Lopez, 1996, read in entirety). Please read your assigned reading of:

Michael Omi and Howard Winant, Racial Formation in the United States
From Anatomy of Racism, edited by Goldberg: Preface,
Introduction, “Racisms” by Kwame Anthony Appiah; “Toward a Critical Theory of ‘Race’” by Lucius Outlaw; “The Social Formation of Racist Discourse” by David Theo Goldberg, “Interrogating Identity: the Postcolonial Prerogative” by Homi K. Bhabha; “Racism and the Innocence Of Law” by peter Fitzpatrick, “I’m Down on Whores: Race and Gender in

Victorian London” by Sander L. Gilman; “Critical Remarks” by Henry Louis Gates, Jr.

September 16-Discriminatory Naturalization? Is Race politically defined? (Class case presentations). Students will work together to present the following cases in class:

U.S. v. Wong Kim Ark 1898
Ozama v. U.S. 1922
In re Young 1912
In re Alverto 1912
U.S. v. Thind 1923

September 18-Japanese American Concentration Camps (Guest Lecturer-Professor Roger Buckley) (Reading: Audrie Girdner and Ann Loftis, The Great Betrayal: The Evacuation of the Japanese Americans During World War II, 1969)

September 23-In-class video, **Invisible Citizen: Japanese Americans**. (Selected readings from Prisoners Without Trial by Roger Daniels, 1993) This documentary examines the lives of six Japanese Americans and explores how they have been affected by the internment.

September 25-Reparation Litigation” Assessing Harm to society and Defining Suffering in Terms of a Damage Aware (Lecture) (Selected Readings from William Hohri class action suit, 1983, Civil Rights Act 1988/HR 442

September 30-Current Immigration Law (Lecture) (Selected Readings from Ira J. Kurzban, Immigration Law Sourcebook, 2003.

October 2-The Practice of Immigration Law Post-9/11 (Lecture) Prisoners without trial? What happened to Due Process? (Selected Readings from American Immigration Lawyers Association)

October 7-Employment Discrimination (Lecture)

October 9-Sweatshops (Lecture) (Miriam Ching Yoon Louie, Sweatshop Warriors: Immigrant Women Workers take on the Global Factory, 1999)

October 14-Illegal Traffic of Low Wage Employees (Lecture)

October 16-Affirmative Action (Lecture) (Frank Wu, Beyond Self-Interest: Asian Pacific Americans Toward A Community of Justice)

October 21-In-Class test

October 23-The case of Wen Ho Lee
(My Country Versus Me, by Wen Ho Lee with Helen Zia, 2001)

October 28-Racial Violence/Hate Crimes (Lecture)

October 30-The Yellow Power Movement of the 1960s (Guest lecturer)
(Readings to include “Yellow Power: the Formation of Asian-American Nationalism in the Age of Black Power, 1966-1975”, in Souls, Summer 2001. Selected readings from Asian Americans: the Movement and the Moment, edited by Steve Louie and Glenn K. Omatsu, 2002).

November 4-Coalition Building in the New Millennium (Lecture)

November 6-The Internal Conflicts Within the Asian American Coalition: Gays, Lesbians, and the Disabled. How is identity defined? (Lecture)

November 11-In-class video: **Bui Doi: Life Like Dust**

November 13-Language Rights: Bilingual Ballots, English Only Laws (Lecture)

November 18-The Alien Tort Claims Act (ATCA), a law passed in 1789 that allowed foreigners to sue one another in U.S. courts. Case study, the Washington-based International Labor Rights Fund (ILRF) filed an ATCA suit against Unocal, an oil and gas firm, charging that it knowingly used slave labor to build a pipeline in Burma. (Lecture)

November 20-Asylum-New Immigrants from New Conflicts? (Lecture)

November 25-Class presentations

November 27-(no class for Thanksgiving Break)

December 2-Class presentations

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Course Syllabus
Researching in Asian American Studies

Dr. Patricia S. Weibust
Professor Emerita

860-633-2096
psweibust39@aol.com

This course is intended to serve as an introduction to doing research in the field of Asian American studies. There will be two major foci. The first will be upon the process of research itself. Since most Asian American research is grounded in the social sciences and humanities, the emphasis will be upon qualitative research. Students will have the opportunity to learn the basic components of a research project. They will write their own proposals and carry out a research project of interest on an Asian American topic. The second focus of the course will be upon reading, discussing and analyzing examples of research in Asian American studies from a variety of disciplines such as history, sociology, education etc.

It is anticipated that the course will meet once a week for 14 weeks and adhere to the following outline.

Tentative Course Outline

Week 1 – Introduction – Overview of research and the field of Asian American studies. Research ethics. Class exercise in doing research.

Week 2 – Statement of the Problem, Research Questions/Hypotheses
Discussion on readings. Class exercise on writing the problem statement and research questions.

Week 3 – Review of the Literature – Class session at the library which will be led by a library instructor.

Week 4 – Methodology – Research techniques – Taking notes, Participant observation
Discussion on readings. Class exercise on taking notes and participant observation.

Week 5 – Methodology – Research techniques – Interviewing – Class exercise on interviewing. Discussion on readings.

Week 6 – Methodology – Sampling, Data analysis, Trustworthiness – Class exercise on sampling, data analysis and trustworthiness. Discussion on readings and students' proposals.

Week 7 – Attend lecture by Professor Takaki. His university lecture, which will be entitled “Bursting to be Told: History of Strangers from Different Shores”, is scheduled for October 21st. Students will attend this lecture and/or meet with him as a class.

Week 8 – Midsemester examination. Presentation of students’ proposals.

Week 9 – Speaker – A faculty member or student who has conducted research on Asian Americans.

Week 10 – Presentation of the data. Discussion on readings and class exercise on presentation of the data.

Week 11 – Summary and conclusions. Discussion on readings and class exercise on summary and conclusions.

Week 12 – “Cutting edge” ideas in research. Discussion on readings and class exercise on postmodern strategies for qualitative research.

Week 13 – Presentation of students’ research.

Week 14 – Final examination.

Course Requirements

1. Attendance

1. Students will be expected to read and be prepared to discuss an assigned section from the research text and an example of research in Asian American studies for most class sessions. It is anticipated that the research text may be: Becoming

Qualitative Researchers, An Introduction. By Corrine Glesne. 2nd Edition. 1999. Longman: New York. The instructor will supplement this text with excerpts from The Handbook of Qualitative Research. Eds. Norman K. Denzin and Yvonna S. Lincoln. 2nd Edition. 2000. Sage Publications, Inc.: Thousand Oaks.

Examples of research in Asian American studies will be drawn from a number of sources such as:

The Accidental Asian. By Eric Liu. 1998. Random House: New York.

The Other Side of the Asian American Success Story. By Wendy Walker-Moffat. 1995. Jossey-Bass Publishers: San Francisco.

The Politics of Fieldwork, Research in an American Concentration Camp. By Lane Ryo Hirabayashi. 1999. The University of Arizona Press: Tucson.

Accommodation without Assimilation, Sikh Immigrants in an American High School. By Margaret A. Gibson. 1988. Cornell University Press: Ithaca.

Legacy to Liberation. Eds. Fred Ho with Carolyn Antonio, Diane Fujino and Steve Yip. 2000. AK Press: San Francisco.

The Korean Diaspora in the USA: Challenges and Evolution. Korean and Korean American Studies Bulletin. Vol. 11, No. 2, 2000.

The Mississippi Chinese: Between black and white. By James Loewen. 1988. Waveland Press: Prospect Heights, Illinois.

1. Each student is required to take a midsemester examination and a final test.

1. All students must complete a research proposal, and the research project itself in the field of Asian American studies. Both should be presented orally in class and in written form to the instructor.

2003-173 Proposed Syllabus for ENGLISH 2XY. Introduction to LGBT Studies

Professor Hans Turley
MWF: 12:00 PM-1:00 PM
OFFICE HOURS: 2:00 PM-3:00 PM

COURSE DESCRIPTION:

I have designed this course to give you an overview of the kinds of fiction written with lesbian, gay, bisexual, and transgendered themes. The books run the gamut in the ways the authors treat such issues as class, religion, race, sexuality, gender, coming out, family, and nationality within the glbt/queer community. I hope that these books will allow you to see the great diversity of people in the lesbian and gay world, as well as the great diversity of writing styles by authors who deal with queer themes.

Some of these books are controversial. So you should come to this class with an open mind, and a willingness to discuss some of the issues that will come up. As you read the books, think about what you'd like to talk about, what kinds of ideas you have about them, and be prepared to join in the discussion.

We will have several guests throughout the semester, including one of the leading authorities on the late Christopher Isherwood (we are reading one of his books; he is best known as the author of *Berlin Stories*, the inspiration for *Cabaret*). A Ph.D. candidate here in the English Department will come to share her insights on *Hood* by a lesbian Irish writer. Thomas Glave, whose book

Whose Song? And Other Stories will be published this fall, will also visit the class; you will have the rare opportunity to talk to the author of a book that you will study.

Requirements:

You will be expected to write five short papers, four of which I will count (I'll drop the lowest grade of the five papers). You may revise the papers for a brand new grade, if you like.

You will be expected to participate in a presentation about some aspect of the novels we are reading. (More on that on a separate handout.)

Here's how I will break down your grade:

Four short papers, each worth 15% of your final grade. You must, however, write FIVE papers. I will drop the lowest grade.

Other work: 15% (includes participation, overnight writing assignments, quizzes if necessary)

Presentations: 15%

Final: 10%.

Participation: This course involves discussion-conversation-and as those of you who have been in other classes I have taught know, the burden of the discussion falls on you the students. You cannot participate if you have not read the books. These are not long books, and we are spending approximately two weeks on each one. Therefore I expect you to keep up with the reading. If I suspect that you are not keeping up with the reading I may give you pop quizzes. Participation also includes your engagement in class discussions, overnight writing assignments, and responses to study questions I may hand out.

Required Texts: Bledsoe, Working Parts (Seal Press); Butler, Dawn (Warner Books); Donoghue, Hood (Alyson Press); Feinberg, Stone Butch Blues (Firebrand); Forster, Maurice (Norton); Glave, Whose Song? And Other Stories (City Lights); Holleran, Dancer from the Dance (NAL); Isherwood, The World in the Evening (University of Minnesota Press); Leroy, Sara (St Martin,s Press). NOTE: All are available now at the Co-op except Glave,s book. I expect it by mid-October.

Course Schedule (subject to change):

Week One:

Introduction and Maurice

Week Two:

Maurice

Week Three:

Maurice and begin Working Parts; Paper #1 due.

Week Four

Working Parts and begin The World in the Evening

Week Five
The World in the Evening

Week Six
Dawn; Paper #2 due.

Week Seven
Dancer from the Dance.

Week Eight
Finish Dancer and begin Stone Butch Blues

Week Nine
Stone Butch Blues; Paper #3 due.

Week Ten:
Hood

Week 11
Finish Hood and begin Sara

Week 12
Sara; Paper #4 due.

Week 13
Whose Life

Week 14
Whose Life and what we learned this semester; Paper #5 due last day of class.

Final: TBA

2003-178a PROPOSED SYLLABUS: Germ 252W: Studies in Early German Literature

The course investigates a body of texts that mark the transition from the Middle Ages to Modernity. As such they provide the background for understanding modern philosophies of the individual, political life, society, and religion. The emphasis will be on investigating the literary presentations of the self as it emancipates itself from the rigid structures of the feudal system.

Week 1: Wernher der Gärtner, *Meier Helmbrecht* (1250-80): A satire of the feudal order.

Week 2: Walther von der Vogelweide, *Minnedichtung* (around 1200): From courtly service to expressions of individual love.

Week 3: Walther von der Vogelweide, *Spruchdichtung* (around 1200): Early forms of criticism of secular and church leaders.

Week 4: Johann von Tepl, *Der Ackermann von Böhmen* (1400/01): In defense of a life before death.

Week 5: Ulrich von Hutten, *Gesprächsbüchlein* (1521): No freedom without bloodshed.

Week 6: Thomas Müntzer, *Hochverursachte Schutzrede* (1524): Attacks on the feudal lords.

Week 7: Sebastian Brant, *Das Narrenschiff* (1494): The end of this social order is near.

Week 8: Martin Luther, *An den christlichen Adel deutsche Nation* (1520): Equality of all humans before God.

Week 9: Hans Sachs, *Die Wittenbergisch Nachtigall* (1523): In defense of Luther's reformation.

Week 10: Jörg Wickram, *Das Rollwagenbüchlein* (1555): Roots of a bourgeois urban culture.

Week 11: Anonymous, *Die Historia von D. Johann Fausten* (1587): The tragedy of the early modern scientist.

Week 12: Hans Opitz, *Buch von der Deutschen Poeterey* (1624): The emancipation of German as a literary language.

Week 13: Christian Weise, *Trauer-Spiel Von dem Neapolitanischen Haupt-Rebellen Masaniello* (1682): A warning against the arrogance of power.

Week 14: Wrap-Up, summary discussion of the semester.

Requirements:

Active in-class participation based on a thorough knowledge of the texts (20%)

Two midterms (IDs, concept definitions, factual knowledge of the historical, social and literary background) (2 x 10%)

Three Five-Page Papers with Revisions: In each of these papers you will be asked to situate two literary texts in their historical and social context. You will then compare the two texts in regard to these aspects (you can choose as many as you want):

criticism of church dogma
criticism of the secular leaders
criticism of the existing social order
concepts of the self
innovations in literary style.

Papers will be returned to you with comments on content, organization, and style. You will then be asked to revise these papers on the basis of these comments. For each paper, the first version will account for 40 % of the grade and the revised version for 60%. Each paper is worth 20% of your total grade.

YOU CANNOT PASS THIS COURSE WITHOUT PASSING GRADES ON ALL THREE PAPERS!

2003-178b SYLLABUS: GERMAN 255W: Studies in 20th Century German Literature

The course investigates a body of texts that represent a variety of literary genres, authors, and periods, and reflect on some major events and developments in 20th and 21st centuries German society and literature. As such they provide a background to understanding German(y)'s relationship to authority, individualism, and the other, and to understanding the general relationship between historical developments and cultural production.

INTRODUCTION

WEEK 1 Introduction

What is literature; historical background of 20th/21st-century Germany, literary genres, etc.

PERSONAL IMPRESSIONS OF SOCIAL AND POLITICAL REALITIES

WEEK 2 A Mother's and Artist's Perspective: From War Enthusiasm to Pacifism

Käthe Kollwitz: Diary from WWI (1914-1918)

WEEK 3 Suffering under Authorities

Franz Kafka: "Letter to the Father"(1919); "Before the Law" (1911)

WRITING AGAINST THE THIRD REICH between 1933 and 1945

WEEK 4 It cannot last long ...

The Comedian Harmonists: Lyrics (1930s)

Segments from the movie: "The Harmonists"

WEEK 5 The daily Antisemitism

Bertolt Brecht, "Die jüdische Frau" (ca. 1937)

WEEK 6 A painted autobiography on the way to Auschwitz

Charlotte Salomon: *Leben oder Theater* (ca. 1942)

Segments from the movie: "Charlotte"

COMING TO TERMS? after the Third Reich

WEEK 7, 8, 9 A Story of Growing Up in Post-Auschwitz Germany

Berhard Schlink, *The Reader* (1995)

LIVING IN EAST GERMANY

WEEK 10 Toward a Socialist Society

Christa Wolf: from, *Der geteilte Himmel* (1961)

BY AND ABOUT AFRO-GERMANS

WEEK 11, 12 I knew it wasn't Ethnocentrism, I knew it was Racism ...

May Ayim: Poems from *blues in schwarz weiß* (1996)

Segments from the movie "Toxi" (1952)

Segments from the movie "Hoffnung, die das Herz zerfrißt"

TURKS IN GERMANY and GERMAN LITERATURE

WOCHE 13 The Home is Foreign and the Foreign is Home

Emine Özdamar, from *Das Leben ist eine Karavanserei*

WRAP-UP

WEEK 14

Wrap-Up, summary discussion of the semester, buffer zone

GENERAL POLICY:

The course is designed to provide you with **selected literary texts the twentieth and twenty first centuries**, introduce you to managing **longer readings** in German and interpreting them within their **historical and cultural contexts**. You will expand your German **vocabulary** and refine your skills in **discussing** your impressions and opinions and **writing** about the texts and topics under consideration. You will acquire the tools necessary to read and analyze literary texts, discuss and write about them, and simultaneously deepen your knowledge about the cultures of the German-speaking countries and improve your German language skills.

You are required to attend class **regularly** and participate actively. You can only learn German, if you speak it as often as possible! If you miss more than 3 class periods, your grade in participation will automatically drop. If you do miss a class due to illness, you are expected to cover the assignment for the missed class.

If you conscientiously prepare for class and attend regularly, you will find out how much easier reading, understanding, speaking, and writing will become.

Since ACTIVE PARTICIPATION in class (not just showing up) is so important for improving your language skills and your ability to share knowledge and opinions in German, it makes up **30% of your final grade**. You are expected to come to class,

- having **read** each of the assigned texts very carefully (read short texts **at least twice**),
- having **learned the words** and phrases that you felt you need to know in order to understand and discuss the texts,

- being **prepared to discuss** the texts in some detail actively **integrating the new vocabulary**.

Throughout the semester there will be different kinds of **ASSIGNMENTS**:

- **assigned readings** (see syllabus)

- **vocabulary** (quizzes!)

- socio-historical and cultural background "**check-ups**" **in the library and on the internet**

- "**Kurzreferate**" of **5 minutes maximum (5%)**

- enlighten the others about an author, a specific time period, a historical phenomenon, a specific text covered in or relevant to our course

- **VERY IMPORTANT: WRITTEN assignments (50%)** on the texts and topics we will have read and discussed. The papers will vary in length and will add up to a **total of 15 pages**: The assignments for the papers will vary: you will learn how to write content summaries, biographical pieces about specific authors, pieces of creative writing, literary analyses, and book reviews. Most of these assignments are to be written in German. The writing assignments are designed to further your writing abilities in the area of literary investigations and to simultaneously help you deepen your knowledge about a particular author, literary text, socio-historical and cultural context, literary period, genre, or topic discussed as a result of course readings. I will return your first versions with comments on content, organization, and style. You are required to revise the papers on the basis of these comments. For each paper, the first version accounts for 40% of the grade and the revised version for 60% of the grade. The grades for all papers amount to 50% of your total course grade. Students cannot pass this course without passing grades on all papers.

YOU CANNOT PASS THIS COURSE WITHOUT PASSING GRADES ON ALL THREE PAPERS!

The **FINAL EXAM** (20%) is testing your familiarity with individual readings and topics we discussed in class.

Grade composition in summary:

30% attendance/participation, vocabulary quizzes

50% papers and other written homework (including one leading to your class presentation)

20% final

Please feel free to approach me with any questions regarding your German studies and career plans.

End of Appendix for Dec. 9, 2003