

**Undergraduate Program Review  
German Studies Program  
2012-13**

**Review committee:**

Anke Biendarra, European Languages and Studies, School of Humanities, UC Irvine  
Amelia Glaser, Department of Literature, UCSD  
Michael Trigilio, Department of Visual Arts, UCSD (review chair)

**REVIEW**

The German Studies Program was started in 2000 and is housed and directed across several departments at UCSD, most significantly in History and Literature. This review constitutes the first review of the German Studies Program by the Undergraduate Council.

**FINDINGS:**

Capitalizing on a wide-range of courses offered in Literature, History, Linguistics, Philosophy, and other departments, the German Studies Program offers a German Studies Major to undergraduates with a focus on a language-driven curriculum of German literature, culture, and philosophy. German Studies offers two core-courses at its upper-division level: German Studies I: Aesthetic Cultures (LTGM100) and German National Identities (LTGM101). The program also offers an undergraduate minor. This committee was very impressed by the vitality and diversity of approaches in the German Studies Program, represented in no small part by these two core classes. Broadly speaking, the German Studies Program is an excellent model of the synergy that is possible among multiple disciplines and departments. The breadth of intellectual content, academic training and applied pedagogy is extremely inspiring to students.

The committee spoke with German Studies Director Todd Kontje as well as several affiliated Faculty and staff members within the program. We found that the courses being offered under the rubric of German Studies, as well as the range of pedagogies on display, exemplify the mission of a broad Humanities education at a major research university. Those students who choose to make German Studies their undergraduate major take courses in language, literature, philosophy, music, and history, all of which contribute to an expertise in German language, culture and thought, broadly defined. Professor O'Brien's poetry class, for instance, offers German Studies students an opportunity to do their coursework & reading in German and develop a critical discourse about the readings within the framework of the larger German Studies curriculum. Also, Professor Watkins' Philosophy in Translation Workshop shines as an excellent example of the synergy between German language pedagogy and training in critical analysis of German philosophy. The committee was glad to hear that the German Studies Program has been successfully promoting the Education Abroad Program, which allows students

to take courses in German in an immersion environment, and to take part in on-site immersive educational expeditions, led by German Studies faculty members.

After speaking with Director Kontje, affiliate faculty and staff, and after reviewing the accompanying data provided for this review, this committee is well-aware of the need for German Studies to recruit more students to its program. Since 2000, the program has graduated 12 Majors and 16 Minors, figures that the affiliate faculty and this committee would very much wish to see increased.

We learned, too, of a vestigial curricular overlap between Linguistics and Literature at the level of second-year language-training in German. There is a problem with the fourth-quarter language requirement as it relates to LING 1D and the second full year of language instruction beginning with LIT 2A. Students are forced to pick between two competing classes to fulfill their fourth-quarter language requirement. Although all faculty in Linguistics and Literature acknowledged that LIT 2A is the more appropriate track for students going on to complete a German Studies major or minor, it is clear that some students may be inclined to continue on with LING 1D, which is an obvious continuation of the first year course. Students tend to remain in the program they already know. This overlap, and the confusion it causes, may be deterring students from embarking on a full second year of German, which would lead them to consider a major, minor, or double-major. It would be highly desirable to make the transition from first-year language courses to second-year courses in the Literature Department as easy as possible. Experience shows that continuity and early contact with ladder-rank faculty and permanent lecturers is crucial for the viability of language programs. This continuity is currently not present, which is likely hurting the enrollment numbers of the German program in Literature.

### **RECOMMENDATIONS:**

In order to foster better community, camaraderie, and mutual investment among the affiliate-faculty in this program, we recommend the German Studies Program hold quarterly meetings of affiliated faculty. We were impressed by the range of courses offered, but also heard from faculty that better coordination and discussion might help reduce the risk of redundancies in the program (there are two separate courses about the Holocaust, for instance).

We also recommend that the support-staff person for the CAESAR programs be involved in at least one meeting of this kind each year, so as to discuss the basic needs of this program, including website updates, course listings, and communication with prospective students.

Camaraderie and coherence among students, affiliate-faculty, and staff could be improved through some kind of ongoing collaborative agenda (i.e., meetings for faculty, an annual luncheon for students).

## **RECRUITMENT**

The German Studies Program should do more to market to and recruit undergraduate students into the major. As suggested above, more frequent contact among the affiliate faculty members should naturally lead to discussion of this matter and strategies for broad cross-disciplinary recruitment, including the possible inclusion into the Program of new classes. This committee believes that this exploration could result in new courses that might attract Science, Technology, Engineering, and Math (STEM) students into the major. The "Philosophy in Translation Workshop," for instance, could be applicable to a wide range of programs on campus, including in the sciences and engineering disciplines where German Language study can overlap with these majors, double-majors, or minors.

We suggest that affiliate German Studies faculty identify a particular program/school that they want to engage (economics, business, social sciences, engineering) and work to build curricular relationships to attract more students into a double-major or minor in German Studies.

Administratively, the German Studies Program could coordinate with the Six Colleges' Undergraduate Advising to capture those First-year language students in Linguistics to encourage them to enroll in 2A.

### **Linguistics 1D / Literature 2A Overlap:**

It is the opinion of this committee that it would be in the interest of the German Studies program to have all German Language Students complete their fourth quarter of Language in LIT 2A. This will introduce them to the broader program and its faculty and place the students in the Arts & Humanities division. This will also help to balance the disparity between Social Sciences and the Arts & Humanities Division with regards to their accounting of student-credit hours. It is our hope that the German language program in Linguistics and the German Studies core faculty can work to foster tighter communication in order to promote the program.

The first-year language faculty coordinator should meet with the second-year language instructor from Literature and coordinate better to achieve a fluid transition between the first-year and second-year language instruction in order that 2A/B students are adequately prepared. We recommend that the Director of German Studies regularly goes into the LING 1C classes and introduce the German Studies Program and promote the program (a PowerPoint presentation, flyers about upcoming courses and study abroad have proven to be good ways to engage students). The basic language classes will be a great source for future minors or majors. We recommend that the director or other affiliate faculty do this once in the spring quarter and once in the fall quarter. We also recommend that the director inform the instructor of LING 1C as well as the language coordinator in Linguistics of relevant courses in German Studies (Philosophy in Translation Workshop, for instance) for better publicity. We also recommend that

Linguistics include information about these courses on their German language website.

Looking into the future, given that German is a lesser-studied language, it would make sense to consolidate German language instruction from Linguistics into the Literature Department. If this were to happen, it would require Lecturers and TAs to be shifted to the Literature department. This would provide a more comprehensive continuity for all German language instruction. Given the institutional history, we realized that this consolidation would require a continued dialogue between the two departments involved and the administration. However, we do believe that a continuous instruction of the German language series will benefit the German program and improve the numbers of German majors,

This committee strongly recommends that the Administration, including at the Divisional level, tackle this problem and support the Director in making headway in developing a more fluid, collegiate, and collaborative relationship with Linguistics.

### **CAESAR Programs**

There is a lack of clarity about the financial relationship between the CAESAR Programs and the History department. We recommend that History take ownership of the Administration of the CAESAR programs more fully. Although the German Studies Program (like the other CAESAR programs) is a very inexpensive addition to the campus, and offers an excellent interdisciplinary major to students, administration of the program does require some minimal resources, and there should be more clarity about how to allocate these resources, either specifically from the History Department, or through a collaborative funding program involving multiple departments. Currently, the CAESAR staff advisor has no "identification" in her office/on her door. We recommend a CAESAR sign be indicated on the staff advisor's door. The CAESAR programs should also consider having more unity by naming a rotating faculty Chair of CAESAR. This faculty-member will interact with the staff-member involved with CAESAR, help coordinate an annual gathering of the faculty in CAESAR, and provide solidarity among the programs. Giving more significance to CAESAR as an umbrella containing the German Studies Program will help to preserve German Studies; and will provide a stronger infrastructural base to help attract additional majors and minors.

Although the program is extremely cost-effective, using "cost-neutral rhetoric" is frustrating to those staff members and faculty who do need to allocate some time and resources to the program. We therefore recommend that the Division and University invest some money into these programs (CAESAR) for basic administrative costs and strategic outreach.

**SUMMARY:**

In summary, this committee was impressed by and supportive of the pedagogical mission and continued success of the German Studies Program. The innovative and rich teaching environments across disciplines are a model for interdisciplinary studies in the Humanities and we found the critical cultural engagement of the curriculum to be clear, significant, and well-considered. Even as a program serving a small number of majors, it does a great service to the university, and offers a framework for considering connections across departments and disciplines. We believe that the German Studies Program can continue to thrive, and indeed attract new students into the program, if matters of coordination and intra-program planning are taken seriously as a means to support both the mission of the program and recruitment into the program.

October 4, 2013

**PROFESSOR TODD KONTJE, Director**  
**German Studies Program**

SUBJECT: Undergraduate Program Review for the German Studies Program

Dear Professor Kontje,

The Undergraduate Council considered the report of the subcommittee charged with reviewing the undergraduate program of the German Studies Program at its June 14, 2013 meeting. The Council supports the findings of the review subcommittee and its recommendations. As part of our final assessment Program, we wish to highlight the following issues:

**1. Improving total enrollments in the major and minor**

The review subcommittee's report outlined several strategies that can help improve the Program's visibility, including: hosting student luncheons; developing courses for students in the science, technology, engineering, and mathematics majors; increasing its visibility by targeting students in LNG 1A, B, C, and D, and in study abroad programs; improving the Program's web presence. We are pleased to see that the Program finds these recommendations useful and that it has taken steps to implement some of these already. We look forward to hearing about the Program's progress in recruiting more students at the time of the follow up.

**2. Coordination between Linguistics and Literature**

The review subcommittee recommends that the leadership at the Program, Department, and Divisional level come together to find solutions to the issues created by the overlap of language instruction between the Departments of Literature and Linguistics (4<sup>th</sup> quarter LING language courses, and 2A Literature language courses). We expect resolution of this issue to take considerable time, given the resource implications. Therefore, the Council endorses the specific recommendations of the review subcommittee that focus on improving the Program's visibility in the current LING 1D/LTGM 2A structure and improving coordination between the Linguistics Language Program for German and the Program. These include:

- a. Establishing regular meetings between the directors of the first year and second year German language courses for improved coordination and better advising to students about enrollment in the 4<sup>th</sup> quarter class
- b. Faculty presentations about the Program in LING 1C courses
- c. Better publicity to first-year German students about non-language courses relevant to their studies
- d. Information sharing on the German Studies Program with Linguistics so that its webpage for German language instruction also highlights the Programs and its activities.

We are pleased to see that you have undertaken some of these activities already and believe these will serve the Program well. The review subcommittee noted that faculty and staff for both programs were willing and eager to undertake this effort, and we expect that the collaboration will produce great results.

The Council shares the review subcommittee's overall positive assessment of the Program, and is particularly encouraged to see that it has already taken measures to implement some of the recommendations included in the report. The Council encourages the Program faculty to continue meeting, and to develop a long-term plan to

address the major issues outlined above. We look forward to learning of Program's plan and its work to implement the review subcommittee's recommendations at the time of the one year follow-up in Spring 2014.

Sincerely,



Michael D. Todd, Chair  
2012-13 Undergraduate Council

cc: G. Boss R. Rodriguez  
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