At the U of M . . .

- The CLA second language requirement = successful completion of 1004 (4th sem.)
- German 1001-1004 = 20 credits
- CLA students need 120 credits to graduate
- Foreign language courses = 1/6 of all the undergraduate credits for some CLA students
- 450 students = Fall 2013 enrollment in German 1001-1004
At the U of M . . .

- 63% of 4th semester students do not plan to take any German courses in the future

- 2% of 4th semester students plan to major in German
Some people (administrators, colleagues, students, parents) ask. . .

• Why should there be a second language requirement that is 1/6 of my undergraduate coursework?

• What’s the point of taking so many semesters of German when I’m not likely to ever speak with a German in the next 10 years. If I ever do go to Europe, I can plan my trip and buy all my tickets online, completely in English, from my laptop at home.

• If I don’t keep using my German skills, I’ll forget everything in a few years. Why did I bother with 4 semesters in college?
Was bleibt?
What’s left after 4 semesters?

• Think of three students you’ve had in class.

• Imagine it is 2020.

• What do you think they remember from your course?

• How did your course educate or prepare them for adult life in the 21st century?
Teaching and Learning

- What
- Why
- How

= Curriculum and Pedagogy
Frameworks

- **CBI** – Content-Based Language Instruction
- **CLAC** – Content and Language Across the Curriculum
- **ACTFL Standards** – National Standards for Foreign Language Learning
Content-Based Instruction

• "...the integration of particular content with language teaching aims...the concurrent teaching of academic subject matter and second language skills" (Brinton et al., 1989, p. 2)

• Natural language acquisition occurs in context; natural language is never learned divorced from meaning, and content-based instruction provides a context for meaningful communication to occur (Curtain, 1995; Met, 1991)
LAC / CLAC

• “Students should have multiple opportunities to apply their knowledge of languages in a variety of curricular contexts, not just within the traditional language classroom. . . .

• Similarly educators across disciplines and languages are encouraged to cooperate and transcend curricular/co-curricular divides in order to incorporate international inquiry and discovery into all aspects of a student’s educational experience.”

  http://clacconsortium.org/about/more-on-clac/
National Standards

• "The purposes and uses of foreign languages are as diverse as the students who study them. . . .
  – career in the international marketplace or government service
  – intellectual challenge and cognitive benefits of mastering multiple languages
  – greater understanding of other people and other cultures
  – fulfill a graduation requirement . . .

The standards task force identified five goal areas that encompass all of these reasons:
  Communication,
  Cultures,
  Connections,
  Comparisons,
  Communities — the five C’s of foreign language education."

Standards for Foreign Language Learning, Executive Summary, page 3
Standards for Foreign Language Learning

Communication
Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures
Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections
Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons
Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities
Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
Why “Green” German Studies?

- Interdisciplinarity of Sustainability Studies lends itself particularly well to CLAC and CBI
- Most GSD majors become double majors, often in fields that intersect with sustainability studies (Global Studies, Journalism, Biological Sciences, etc.).
- Adds relevance and deeper meaning to typical discussion topics such as daily routines, work, travel, food, city life, etc.
- Encourages students to make new associations with Germany
Project History

Spring 2011:
- German 3441 “20th-Century German Literature: German Literature about the Environment” (Charlotte Melin)
- UROP project (with Peter Schmitt, German major/Sustainability Studies minor, past Waldsee instructor)
- Ad hoc foreign language group interested in sustainability issues begins to meet (convened by Elaine Tarone/CARLA, with Beth Kautz, Frances Matos-Schultz, Charlotte Melin, Patricia Mougel, Susan Villar)

Summer 2011:
- Grad RA (Adam Oberlin) develops instructional units (Title VI) and Beth Kautz creates website for public dissemination of materials—intended for use by College in the Schools partners and others
Ger 3441 readings:

- Hans Magnus Enzensberger, Der Untergang der Titanic
- Wladimir Kaminer, Mein Leben im Schrebergarten
- Gerhard Falkner
- Christa Wolf, Störfall
- Thomas Mann, Tristan
15 Modules

1: Nachhaltigkeit
2: Carbon Footprint
3: Food Supply
4: Recycling Practices
5: Verkehr
6: Civic Engagement
7: Urban Sustainability Projects
8: Renewable Energies
Modules

9: Nature and Environmental Protection
10: Law and Environment
11: Freiburg
12: Media Reporting
13: Historical Aspects
14: Bewusstes Leben
15: Global Perspectives
Green German Project

The Green German Project is a collection of open-access teaching materials and curricular resources related to sustainability and environmental topics. Developed for use by teachers, students, and curriculum designers, its intended audience is German language and culture courses at the intermediate-advanced level. Users are invited to adapt the materials to their own program needs. The developers gratefully acknowledge the support for the project provided by a Title VI grant through the Center for Advanced Research on Language Acquisition (CARLA) in Summer 2011.

- Module 1: Neuhofblick
- Module 2: Carbon Footprint
- Module 3: Food Supply
- Module 4: Recycling Practices
- Module 5: Verkehr
- Module 6: Civic Engagement
- Module 7: Urban Sustainability Projects
- Module 8: Renewable Energy
- Module 9: Nature and Protection
- Module 10: Law and Environment
- Module 11: Freiburg im Brennpunkt
- Module 12: Media Reporting
- Module 13: Historical Aspects
- Module 14: bowenstes Leben
- Module 15: Global Perspectives
Module 1: Nachhaltigkeit (contains six files)

This module introduces students to the concept of sustainability through video, discussion, personal reflection, and group consensus. Students are exposed to vocabulary and central issues within sustainability for use in subsequent modules. A set of grammar exercises allows for a transition between the types of exercises found in curricular materials with a focus on language learning and the primarily interpretive nature of the other materials in this module and others.

1. This introduction
2. Topic introduction (materials: video links; tasks: questions to explore basic concepts, writing to express personal opinions about sustainability)
3. Vocabulary list (materials: reference list template for key terms; tasks: writing)
4. Vocabulary exercises (tasks: cloze, synonyms/antonyms, short-answer)
5. Self-survey (tasks: extended writing for self-reflection about sustainability)
6. Definitions (tasks: speaking in group work to synthesize and present opinions about sustainability)
Project History, cont.

Spring 2012:
- Ger 3501 “Contemporary Germany: Food, Energy, Politics” (Charlotte Melin)
- Presentations and dissemination of materials, AY 2012-13
- Language / Media / Environment Showcase (foreign language video contest made possible through a grant from the Institute on the Environment, U of M)

Summer 2012:
- Grad RA (Meagan Tripp) develops 4 sustainability modules for German 1003 as part of the curricular development of a hybrid version of the course

Fall 2012:
- German 3104: The Nature of Literature/ the Literature of Nature (Charlotte Melin);
- German 1003 pilots new sustainability modules in all sections (Kautz)
Contemporary Germany: Food, Energy, Politics (upper-level undergrads)

Core materials:
Green German Project
Joachim Radkau, Die Ära der Ökologie (2011)
Karen Duve, Anständig essen (2011)
Other multi-media materials (informational videos, interviews, film trailers, etc.)
Course features:

• Guest speakers (including from Ecology, Architecture, Austrian Green Party, visiting German journalist)

• I-Pods checked out to each student for the semester for tasks in listening to German podcasts

• Assignments include: 2 essays, multi-media group/individual projects (showcase event for all FL departments supported by grant from the Institute on the Environment)
Project History, cont.

Spring 2012:
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<table>
<thead>
<tr>
<th>Existing Unit</th>
<th>Sustainability Topic</th>
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</thead>
<tbody>
<tr>
<td>Einführung: Freizeit und Hobbys</td>
<td>Was ist Nachhaltigkeit?</td>
</tr>
<tr>
<td>1.1: Eine Reise Planen</td>
<td>Nachhaltig Reisen</td>
</tr>
<tr>
<td>1.2: Übernachten unterwegs</td>
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</tr>
<tr>
<td>2.1: Ausbildung und Studium</td>
<td>Nachhaltige Ausbildungen und Berufe</td>
</tr>
<tr>
<td>2.2: Beruf und Karriere</td>
<td></td>
</tr>
<tr>
<td>3.1: Eine Wohnsituation suchen</td>
<td>Urbane Gärten</td>
</tr>
<tr>
<td>3.2: Das Leben in einer WG</td>
<td></td>
</tr>
</tbody>
</table>
Introductory Unit (German 1003): “Was ist Nachhaltigkeit?”

Nachhaltigkeit: Eine Einführung

Überblick

In dieser Einheit lernen Sie über den Begriff "Nachhaltigkeit:"

- Was bedeutet "Nachhaltigkeit"?
- Warum ist das Thema wichtig?
- Was ist für Sie Nachhaltigkeit?
- Leben Sie nachhaltig?

Das Moodle-Buch

Seite 2 - Vokabeln zum Thema:

Sie schauen sich die neuen Wörter und ihre Definitionen an.

Seite 3 - Online-Aufgaben:

Sie informieren sich über das Thema „Nachhaltigkeit“. Sie schauen sich zwei Videos an, lesen einen Text und schreiben einen Forum-Beitrag.

Seite 4 - Hausaufgaben:

Sie machen ein kleines Fotoprojekt zum Thema im Forum und kommentieren die Beiträge Ihrer KommilitonInnen.

Seite 5 - Weitere Informationen und Resourcen zum Thema
Introductory Unit (German 1003):
“Was ist Nachhaltigkeit?”

Nachhaltigkeit: Eine Einführung

Online-Aufgaben:
1. Schauen Sie sich den Text und die zwei Videos an, und informieren Sie sich über das Thema „Nachhaltigkeit“.

- Kurzer Text: „Was bedeutet Nachhaltigkeit?“ – ZDFtivu Logo
  http://www.tivi.de/femsehen/logo/artikel/37453/index.html
- Video: „Was ist Nachhaltigkeit?“ – von zukundo

Was ist Nachhaltigkeit?
Introductory Unit (German 1003): “Was ist Nachhaltigkeit?”

1. Was bedeutet Nachhaltigkeit? Schreiben Sie eine kurze Definition (1-3 Sätze) von dem Begriff „Nachhaltigkeit“ in Ihren eigenen Worten.

2. Was sind die drei Säulen der Nachhaltigkeit? Was sind 2-3 Schlüsselwörter, die Sie mit den Säulen verbinden?


4. Lesen Sie die Beiträge von Ihren KommilitonInnen, und kommentieren Sie einen Beitrag, wenn Sie etwas nicht verstehen oder etwas besonders interessant finden.

5. Schauen Sie sich die Beiträge des Fotowettbewerbs bei zukundo.de an. (Wenn Sie auf einen Beitrag klicken, sehen Sie einen kleinen Text von dem Schüler oder der Schülerin („Über mein Foto“) und die Kommentare zum Foto von anderen.)
Homework – Online Forum: “Was ist Nachhaltigkeit für Sie?”

Activities prior to homework:

- View videos and develop definitions.
- Write about potential connections between course and sustainability.
- Visit a website with a similar activity:
  - http://www.zukundo.de/
Fotowettbewerb
Der Fotowettbewerb ist vorbei und viele spannende, kreative Ideen zu Nachhaltigkeit waren dabei!
Eure 10 Gewinner des Fotowettbewerbes wurden am 17.4. mit der großen Preisverleihung in München geehrt. Bilder und Impressionen der Preisverleihung findet ihr hier.!

Und es geht weiter!

Der Kreativwettbewerb ist gestartet und ihr könnt wieder spannende Freise gewinnen! Macht mit und bогоistert andere für Nachhaltigkeit!

Erfahre mehr.
Homework – Online Forum:
“Was ist Nachhaltigkeit für Sie?”

Nachhaltigkeit

Die Glühlampe sind Nachhaltigkeit weil es nutzt nicht so viel Energie. Man kann ein nachhaltigkeit-Glühlampe benutzen für neun normal Glühlampa. Das ist gut für die Umwelt und Ihre Taschen!

Re: Nachhaltigkeit

Dies ist eine gute Idee! Das ist sehr gut für die Umwelt
Homework – Online Forum:
“Was ist Nachhaltigkeit für Sie?”

Wenn ich meine Mittagessen packen, benutze ich eine mehrfache Lunchbox. Diese Dinge spart Papier und Kunststoff. Mein Mittagessen ist auch immer die richtige Temperatur!
Project History, cont.

Spring 2013:
- German 8020: Problems in Literary and Cultural History: Ecocriticism and Nature Poetry (Charlotte Melin)
- German 1003 introduces sustainable travel video project (Beth Kautz)
- Green Germany session at U of M World Languages Day for high school students (Beth Kautz)

Summer 2013:
- Ad hoc foreign language group interested in sustainability issues offers week-long seminar for K-12 teachers through the Institute on Global Studies (U of M)

Fall 2013:
- 2nd annual participation in Sustainability Fair (Institute on the Environment) for incoming students during orientation week
- German 3651/5631: Thinking Environment: Green Culture and German Literature (Taught in English, Charlotte Melin)
Local Responses

• Colleagues at Institute on the Environment and at CARLA are eager to work with us
• Outstanding participant evaluations of the Institute for Global Studies summer workshop for language teachers
• Unprompted integration of sustainability into study essay assignments and test questions
• German language students attend university-wide sustainability events
National Responses

• Sessions at ACTFL/AATG last 3 years
• Goethe Institut Trainernetzwerk Workshop in Chicago, Sept. 2012
• AATG Immersion Weekend, Wisc, Feb. 2013
• GSA 2013 - 4 panels sponsored by the Environmental Studies Network
• Unterrichtspraxis special issue, Fall 2013
Recommendations for programmatic initiatives for "Greening" German Studies (Melin)

• Choose a starting point that has the potential to generate a ripple effect: an event, course, or collaborator

• Use regular meetings of team/ad hoc group for generating ideas and solving problems

• Adopt innovative pedagogies

• Find opportunities to connect undergraduate/graduate education with faculty research

• Network with colleagues campus-wide and in the community

• Connect initiatives with local issues and events
Sources


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