In winter quarter 2010, I taught one section of **GERM/HUMN 381-40, Nationalism and Racism in Central European Film**, 4 credits. On the course syllabus I included the following course objective that is relevant to the objective I was to assess for the course: *Students should learn how to analyze multiple perspectives related to the interpretations of these films, particularly differing perspectives on the way these German language films approach the Holocaust and the nationalism and racism of the Nazi past.* I attempted to assist students in achieving this objective through films shown in the course, assigned readings, course lectures, class discussions, and course assignments. I utilized exam questions, particularly the long essay question on the final exam, to assess the objective requested by the General Education Coordinating Committee: *Students will analyze multiple perspectives on a given issue related to the course content.*

The discussion question was worth 100 points out of 240 points for the final exam. The students received the question as a part of a final exam study guide, so that they could prepare their answers by consulting readings and their notes, but the final was an in-class exam and students were not allowed to use any notes during the test. All students had to answer this question on the final exam in 1 ½ to 2 handwritten pages:

> In class we have discussed the challenges for European and especially German filmmakers to create meaningful contemporary films that focus on the Holocaust, racism, anti-Semitism and the impact of the Nazi past. a) **Compare and contrast the depiction of the Holocaust, racism, anti-Semitism and the impact of the Nazi past in at least three films from the list below.** Include at least one film that represents recent German “heritage” films and one that does not fit that category in your answers. b) In what ways did the filmmaker develop the theme of racism or anti-Semitism and/or the Holocaust as an essential element of the film? b) What techniques did the filmmaker use to make the viewer think about these themes and/or empathize with the characters who were victims of racism? c) What did you learn in this course about the different perspectives offered in the way these various German language films approach the Holocaust and the nationalism and racism of the German past?

**Choose three films to discuss, at least one film from list A and at least one from list B.** At least one of the films you discuss needs to be from the last half of the course.

Films you may discuss include: **List A**: *Jacob the Liar; Europa, Europa; The Boat is Full; List B**: (German “Heritage” films): *The Harmonists; Nowhere in Africa; Rosenstrasse.*

I prepared a rubric to grade the long discussion question; I have attached the rubric to this report. Part c of the final exam question and Item 5 of the rubric are most relevant for the assessment of the objective; however Part a of the question and Item 3 of the rubric were important as well. For this reason, I am discussing students’ scores on Item 5 of the rubric as well as their scores for the total essay question in the report and I am including data on Items 3 and 5 and the total essay question scores in the appendix.
Item 5 of the rubric for scoring the final exam discussion question was worth 30 points and rated students’ understanding and ability to analyze multiple perspectives on approaching issues of the Holocaust and German past through German language films. Students did very well on the essay question in general and also on this aspect of the question. Out of 22 students completing the final exam, 6 students earned 28-30 points on Item 5 of the rubric; 11 students earned 25-27 points, 2 students earned 22-24 points and 3 students received 18-21 points. Thus 17 students demonstrated excellent or good understanding of the objective as measured by this part of the question, 2 students showed adequate understanding, and only three students revealed inadequate understanding of the objective. When we look at the scores of students on the total final exam question, the results are a bit better. 7 students earned 93-100 on the long essay question; 11 students earned 83-92 points, 2 students earned 70-82 points and 2 students received 64-69 points on that section of the exam, which was worth 100 points.

Based on the results of students’ answers to this final exam essay question, 77% of the students demonstrated good to excellent understanding of the objective of analyzing multiple perspectives on ways of approaching the Holocaust and the German past through German language films, 9% revealed adequate understanding, and only 14% demonstrated an inadequate understanding of the objective. I believe that by including the objective in the course syllabus and by focusing throughout the course on the significance of analyzing the films and the ways they approach the Holocaust and the German Nazi past from multiple perspectives, most of the students were able to achieve the objective. In future courses I will continue to emphasize the significance of analyzing the course topics from multiple perspectives. I will attempt to include more reading assignments (for example two or three different articles or reviews of the same film) that enable students to compare various interpretations of a film as they analyze and discuss the various texts and major topics of the course.
In class we have discussed the challenges for European and especially German filmmakers to create meaningful contemporary films that focus on the Holocaust, racism, anti-Semitism and the impact of the Nazi past. a) Compare and contrast the depiction of the Holocaust, racism, anti-Semitism and the impact of the Nazi past in at least three films from the list below. Include at least one film that represents recent German “heritage” films and one that does not fit that category in your answers. b) In what ways did the filmmaker develop the theme of racism or anti-Semitism and/or the Holocaust as an essential element of the film? b) What techniques did the filmmaker use to make the viewer think about these themes and/or empathize with the characters who were victims of racism? d) What did you learn in this course about the different perspectives offered in the way these various German language films approach the Holocaust and the nationalism and racism of the German past?

Choose three films to discuss, at least one film from list A and at least one from list B. At least one of the films you discuss needs to be from the last half of the course.

Films you may discuss include: List A: Jacob the Liar; Europa, Europa; The Boat is Full; List B: (German “Heritage” films): The Harmonists; Nowhere in Africa; Rosenstrasse.

Grading Rubric for long answer essay question on German 381 final exam – March 2010

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of answers to all questions</td>
<td>10</td>
</tr>
<tr>
<td>Accurate references to the films and historical events</td>
<td>15</td>
</tr>
<tr>
<td>Convincing support and use of examples for comparison of ways filmmakers</td>
<td>25</td>
</tr>
<tr>
<td>Developed theme of racism or anti-Semitism as essential element of the film</td>
<td></td>
</tr>
<tr>
<td>Effective use of examples and analysis of cinematic techniques to be thought provoking and elicit empathy in viewers for victims of anti-Semitism or racism</td>
<td>20</td>
</tr>
<tr>
<td>Understanding and ability to analyze multiple perspectives on issue of the Holocaust and German past through German language films</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
**Objective:** Students will analyze multiple perspectives on a given issue related to the course content.

**Assessment Rankings:**

<table>
<thead>
<tr>
<th>Excellent Understanding of objective</th>
<th>Good Understanding of objective</th>
<th>Adequate Understanding of objective</th>
<th>Inadequate Understanding of objective</th>
<th>No Understanding of objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 students</td>
<td>11 students</td>
<td>2 students</td>
<td>0 students</td>
<td></td>
</tr>
<tr>
<td>22%</td>
<td>50%</td>
<td>9%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

**Score on Item #3** of rubric final exam discussion question (support/use of examples for comparison of ways filmmakers developed theme of racism or Anti-Semitism as essential element of film) out of 25 points:

- 23-25 pts: 11 students (50%)
- 21-22 pts: 4 students (18%)
- 19-20 pts: 2 students (9%)
- 18-16 pts: 0 students (0%)  
- 15 pts or less: 6 students (27%)

**Score on Item #5** of rubric for final exam discussion question (understanding/ability to analyze multiple perspectives on issue of approaching the Holocaust/German past through German language film) out of 30 points:

- 28-30 pts: 6 students (27%)
- 25-27 pts: 11 students (50%)
- 22-24 pts: 2 students (9%)
- 18-21 pts: 3 students (14%)
- 17 pts or less: 0 students (0%)

**Total Score on rubric** for final exam discussion question out of 100 points: (grades on 4.0 scale in parentheses)

<table>
<thead>
<tr>
<th>92-100 pts (3.7-4.0)</th>
<th>83-92 pts (2.8-3.6)</th>
<th>73-82 pts (1.8-2.7)</th>
<th>64-72 pts. (0.9-1.7)</th>
<th>63 pts or less (0.0-0.8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 students</td>
<td>11 students</td>
<td>2 students</td>
<td>2 students</td>
<td>0 students</td>
</tr>
<tr>
<td>27%</td>
<td>50%</td>
<td>9%</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment scores for 22 final exams: (Excellent – Inadequate)**

**Item #5 of rubric** for final exam discussion question:

- 6 students (Excellent): 11 students (50%)
- 2 students (Adequate): 3 students (14%)
- 0 students (No understanding)  
- 50%  

**Item #3 of rubric** for final exam discussion question:

- 11 students (Excellent): 5 students (23%)
- 4 students (Adequate): 2 students (9%)
- 0 students (No understanding)  
- 50%  

**Total scores on rubric** for final exam discussion question:

- 7 students (Excellent): 11 students (50%)
- 2 students (Adequate): 2 students (9%)
- 0 students (No understanding)  
- 32%