

Kathrin Maurer  
Institut for Kultur- og Sprogvidenskaber  
Center for Culture and Technology  
Litteraturvidenskab  
DIAS  
**E-mail:** kamau@sdu.dk  
**Telefon:** +4565503335



## TEACHING PORTFOLIO

Kathrin Maurer (Ph.D.; Dr. Phil)  
Associate Professor in German Studies  
University of Southern Denmark  
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### 1. Pedagogical Approach and Teaching Methods

Teaching constitutes a vital aspect of my work as an academic and is a constant source of reward, challenge, and inspiration. As a teacher I see my main role as that of a facilitator for communication among all participants. I analyze my students' individual needs and act as a group process manager. I consider students as responsible of their own learning, which implies that students and the teacher are partners in the learning process.

When I teach undergraduate and graduate classes in German literature and culture, communication, and active exchange of knowledge are key. Although I always give a mini-lectures in my seminars, I aim to foster a dialogue among all the members using group work, individual presentations, collective exercises. Although I have a focus on communication, it is important for me to activate all-learning types, and also engage students that respond more to written exercises. In my classes, we always have short written tasks (response to study questions, research tasks). Improving the written skills are central to my teaching. In particular, when teaching in a foreign language, the students often need extra help in improving their writing skills. In order to insure this, I have them write mini-essays at home as preparation for the next lesson, and I always give individual feedback to their written exercises.

Teaching classes, for example on German Romanticism, has been a very rewarding experience, since I felt that the students as a group truly engaged with the subject. In these classes I worked to familiarize the students with basic aspects of Romanticism by focusing on its philosophical, aesthetic, political, and historical dimensions. I aim to bring "Romanticism" as close as possible to the students' present horizon of understanding through teaching strategies such as creative writing, group work, culture-collages, and music. Thus, my aim is to have them perform contextualized exercises, such as simulated authentic speech situations, role plays, film, collages, and cultural field trips. I conducted several excursions with the students such as a trip to Berlin (2012, 2016), Istanbul (2013), and Dresden (2013).

I believe one of the greatest challenges as a teacher of literature and culture is to keep up with the fast development of communication technology. How should one cope with social media, mobile devices, and constant internet access as a teacher of literature and culture? Although, I am convinced the traditional chalk board has in fact great learning potential, it is imperative that we use new communication technologies in our class rooms. Students respond very much to digital learning, and I do believe that it really can expand the possibilities of education today. Besides e-learn platforms (black board) and power point, I had great learning experiences by making movies from digital devices (I-Movie app), Kahoot (a self-designed digital quiz), as well as blogs. Merging digital technologies with analogue teaching models has been a great success in my classes, and this is certainly an area that I would like to expand in the future years.

For us as teachers it is very important to acknowledge that there has been a decisive shift in how to obtain information and knowledge within the last 20 years. Students less and less need factual information and long lectures. They have unlimited access to all kinds of knowledge. It is our main task as teachers to educate the students in a critical ability to interpret information, to convey the importance of thorough and time-consuming research, fact checking, as well the knowledge of academic sources. In a time where knowledge is at our fingertips within seconds, it is key to show to the students that good academic works requires endurance, patience, and close reading.

### 2. Teaching Experience

Note: I am able to teach classes in German, English, and Danish, and have extensive experience in teaching in either of these languages.

#### a) Extent of Teaching at Syddansk University

At Syddansk University I had the opportunity to teach a variety of seminars (electives) for BA and MA students as well as introduction courses into German Literary History and text analysis. I also taught several introduction courses (Tekstlæsning I) into literary analysis for first semester students (cross registered with Spanish students). These courses were of particular importance to me, since I taught it completely in Danish.

Seminars for Undergraduates and Graduates (Valgfag)

1. Robots in Literature and Culture, Fall 2018
2. Surveillance in Literature and Culture, Spring 2017 (in German)
3. Goethes Faust I+II: Modernity and Tradition, Spring 2015 (in German)

4. German Popliterature and Popculture, Fall 2015 (in German)
5. War and Literature, Spring 2014 (in German)
6. War and Memory, Fall 2013 (in German)
7. Germany and the Orient, Spring 2013 (in German)
8. Adalbert Stifter: Leben und Werk, Fall 2012 (in German)
9. Goethes Faust: Werk, Tradition und Wirkung, Spring 2011 (in German)
10. The Romantic Fantastic, Fall 2011 (in German)
11. Modern Drama: Kleist und Büchner, Spring 2010 (in German)
12. Modern Short Prose, Fall 2010 (in German)

#### Introduction Courses for BA

1. Main Works in German Literature [Tyske Hovedværker], Fall 2013, Spring 2018, Spring 2015, Fall 2015 (in German)
1. German Literary History I, Fall 2013, Fall 2017, Fall 2016, Fall 2012, Fall 2011, Spring 2011, Spring 2010 (in German)
3. German Cultural History II 1850-2000, Spring 2013, Spring 2018, Spring 2017, Spring 2014, Spring 2010, Spring 2009, Spring 2008 (in German)
4. Tekstlæsning 1, Introduction course in literary analysis for German and Spanish students, Fall 2010, Fall 2012 (in Danish)
5. Tekstanalyse 1, Introduction course in literary analysis, Fall 2016, Fall 2015 (in German)
6. Tekstlæsning II, Introduction into lyric analysis, Spring 2011 (in German)
7. Tekstlæsning I, Introduction course in literary analysis, Fall 2010, (in Danish)
8. Academic Writing, Fall 2009 (in German)

#### Deutschland Heute (Masteruddannelsen)

1. Contemporary Debates on Culture and Memory in Germany, Fall 2016. Spring 2013
2. German Identity, Fall 2015

#### Phd Classes

1. Masterclass on Museum and Memory with Prof. Andreas Huyssen, Spring 2010 (in English)

#### b) Extent of Teaching at the University of Arizona

At the University of Arizona, I always taught one literature/culture course and one German language course per semester (every faculty member had to teach language). I mostly taught classes about German Romanticism (in English and in German), but also an introduction into literary methods and theory for graduate students. In terms of the language teaching I taught beginning and advanced German as well as Business German.

1. Minorities in Germany, Undergraduate Course, Introduction into German literature with focus on literature of migration, B. A. Niveau, Spring 2007 (in German)
2. Tradition and Revolution: German Romanticism, General Education Undergraduate Course, B. A. Niveau, Spring 2007, Spring 2006, Spring 2003 (in English)
3. Business German, Language course, Introduction to business German, Spring 2006 (in German)
4. German Romanticism, Graduate course, Fall 2005, Fall 2003 (in German)
5. Business German, Language course, Fall 2005 (in German)
6. Voices of Past and the Present, Language course with focus on German history, Fall 2003 (in German)
7. Business German, Language course, Spring 2003 (in German)
8. Introduction to German Studies, Graduate course, Methods and literary theory, Fall 2002
9. Advanced German, Language course, Fall 2002

#### c) Extent of Teaching at Columbia University

Throughout my graduate studies I taught classes in German language, which is common to a graduate education in German studies in the US. I also taught a two-semester class on Contemporary Civilization for undergraduates. This class discusses political theory, state philosophy, and cultural theory of Western intellectual history (for example Plato, Aristotle, Luther, Machiavelli, Kant, Nietzsche, Freud, Foucault, Fanon).

1. Contemporary Civilization II, Undergraduate course, Intellectual history and literature from Machiavelli to Foucault, 2001 (in English)
2. Contemporary Civilization I, Undergraduate course, Intellectual history from Plato to Kant, 2001 (in English)
3. Deutschkurs für Fortgeschrittene II, Language course, Fall 2000, Fall 2009
4. Deutschkurs für Fortgeschrittene I, Language course, Spring 2000, Fall 1998, Fall 1999
5. Deutschkurs für Anfänger II, Language course, Spring 1998
6. Intensiv-Deutschkurs für Fortgeschrittene mit Schwerpunkt Berlin, Fall 1997
7. Deutschkurs für Anfänger I, Spring 1997, Fall 1996

#### d) Extent of Teaching at other Universities

1. Seminar at Meiji University (Tokio, Japan), War and Memory, B. A. Seminar, May 2013
2. Erasmus-Exchange with the University of Gent, Fantastik und Literatur, B. A. Seminar, March 2013
3. Erasmus-Exchange with the University in Utrecht, Media and History, B. A. Seminar, March 2012
4. Introduction into Text Analysis, German Studies, B. A. Seminar, Københavns Universitet, Fall 2011 (in German)
5. Seminar Memory Culture, Meiji Universität, Tokyo, Japan, October 2010
6. German for Reading II, Language Course, Fordham University, New York, Spring 2001

7. Deutschkurs für Anfänger II, Barnard College, New York, Language course, Spring 2001

Advising and Supervision

B.A. Thesis

At the Syddansk Universitet and University of Arizona I directed many BA projects.

M.A. Thesis

I directed many Master theses at the University of Arizona as well as Syddansk University. I also did some service on the M.A. Committee in German Studies at the University of Arizona

Ph.D.

At the University of Arizona, I served on a PhD committee to develop an optimal academic and social milieu for Ph.D. students. I also was part of a committee that organized a Transcultural Ph.D. Program between the University of Leipzig and the University of Arizona.

At the University of Southern Denmark, I am currently supervising two PhD projects:

Dea Schou, "Kriegsrausch: Ecstasy, Hallucination, and Lust in German Art of WW1", began 2015 (will finish in 2019, maternity leave)

Andreas Immanuel Graae, "Drone Imaginaries", began 2015 (will finish in 2018)

Mentoring

Mentored many undergraduate and graduate students, advised, and wrote letters of recommendation for graduate and undergraduate students.

Mentor groups

Every academic year I mentor group of students that just have begun with university studies.

Career Counseling

Advised graduate and undergraduate students about selection of Ph.D. programs in German Studies, internships in Germany, and opportunities of a degree in German Studies.

### 3. Examination Experience

As a teacher of German literature, I have long-term experience with developing paper topics, oral presentations, grading advanced writing assignments, and students' projects.

I have been an examiner on numerous literary essays (hjemmeopgaver), presentations, B.A. projects, Master thesis, and student's projects. I also have 13 years of experience in German language testing (written and oral).

During the last years I have been getting to know the Danish examination system, and I have conducted many oral and written exams. I think the large examinations at the end of the semester (like it is often practiced in Denmark) are not quite effective. It is much easier to stay in contact with the students, if they have to prove their work on a continual basis (for example class participation, mini essays, portfolios, presentations).

### 4. Formal Pedagogical Education and project co-operation

#### a) Documentation of „Adjunkt Pædagogikum“

„Adjunkt Pædagogikum,“ Syddansk Universitet, January 2010 - November 2010 (ca. 200 hours)

My pedagogical project was about the use of power point and e-learn projects in literature classes.

Courses taken in conjunction with the „Adjunkt Pædagogikum“:

„Stemmen i personlig udvikling,“ Syddansk Universitet 2010, 1 ECTS

„Forskningsbaseret undervisning,“ Syddansk Universitet 2010, ½ ECTS

„E-learn class introduction,“ Syddansk Universitet 2010, ¼ ECTS

„Teaching in multicultural classrooms,“ Syddansk Universitet 2010, 1 ECTS

„Brug af cases i undervisningen,“ Syddansk Universitet 2010, ¼ ECTS

#### b) Other Courses taken for Pedagogical Advancement

„Language and Culture for International Business,“ University of Memphis, February 2003

„Coh/Lab,“ Workshop about electronic classroom technology, University of Arizona, August 2002

„Using the Internet in the German Classroom,“ AATG Metropolitan New York, December 2001

„Teaching German and Interdisciplinary Programs,“ Goethe Institute, New York, September 2000

„Business German,“ Goethe Institute, New York, March 1999

„Pedagogy Course,“ Columbia University, Fall 1996 (30 hours)

#### d) Nominations

Nomination for Undervisningspris, Syddansk Universitet, 2012

Nomination for Teaching Excellence, Columbia U, 1999

#### c) Application for "Studerende i Centrum" at Syddansk University (2012)

Application was partially granted.

### 4. Teaching Materials

Syllabi

Teaching Plan

Seminar Surveillance: Kultur und Literatur der Überwachung

Freitag 14-16

U 7

FS 2017

Lektor Kathrin Maurer (Dr. Phil.; PhD)

kamau@sdu.dk

1. Sitzung: Einführung: Surveillance, Geschichte der Überwachung, Technologien

Freitag 10.02.17

Material:

Harald Welzer, Die smarte Diktatur (bb) (Hintergrundwissen)

2. Sitzung: Theorie der Überwachung I

Freitag 17.02.17

Materialien:

Michel Foucault, „Marter“ (S. 9-25) in Überwachen und Strafen (1977) (bb)

Michel Foucault, „Der Panoptismus“ (S. 256-292) in Überwachen und Strafen (1977) (bb)

Harald Welzer, Panoptikumlesehilfe (bb)

3. Sitzung: Überwachung, Recht und Strafe

Freitag 24.02.17

Materialien:

Franz Kafka, Der Prozess (im SDU Buchladen)

4. Sitzung: Überwachung und Totalitarismus

Freitag 03.03.17

Materialien:

Franz Kafka, Der Prozess (im SDU Buchladen)

Filmprojekt 1: Brainstorm

5. Sitzung: Drohnen und Sousveillance

Freitag 10.03.17

Materialien:

Drohne wird demonstriert von Andreas Immanuel Graae

Kai Biermann, Thomas Wiegold, „Was sind Drohnen?“ (bb)

Drohnen-Kunst:

Trevor Paglen, Omer Fast, Rasmus Degnbol (im Unterricht)

6. Sitzung: Drohnen, Insekten, Schwärme

Freitag 17.03.17

Materialien:

Ernst Jünger, Die Glasbienen (im SDU Buchladen kaufen)

Filmprojekt 2: Konzept

7. Sitzung: Surveillance, Sicherheit, Terror und Kriminalität

Freitag 24.03.17 (bis 18:00 wegen Film)

Materialien:

David Lyon, Zygmunt Bauman, „Nach dem Panoptikum: Flüchtige Überwachung“ S. 70-97 [bb]

Film: Minority Reports (Regisseur: Steven Spielberg)

8. Sitzung: Theorie der Überwachung II: Flüchtige Überwachung (Soziale Medien)

Freitag 31.03.17 (bis 17:00)

Materialien:

David Lyon, Zygmunt Bauman, „Drohnen und Soziale Medien“ S. 31-70 [bb]

„Surveillance Shoe Legoland“ (Jill Magid) (im Unterricht)

Filmprojekt 3: Technik

9. Sitzung: Totale Transparenz

Freitag 07.04.17

Materialien:

Dave Eggers, Der Circle (im SDU Buchladen kaufen)

- Ostern -

10. Sitzung: Deutsche Debatten I: Überwachung in der DDR

Freitag 21.04.17 (Sitzung bis 17 Uhr)

Materialien:

Christa Wolf, Was bleibt (im SDU Buchladen)

Film: Das Leben der Anderen (Regisseur: Florian Henkel von Donnersmarck)

11. Sitzung: : Deutsche Debatten II: Überwachung in der BRD heute

Freitag 28.04.17 (Sitzung bis 17 Uhr oder länger)

Materialien:

Julie Zeh und Trojanow, Angriff auf die Freiheit (bb)

! Präsentation der Abschlussfilme !

Studienreise nach Berlin von Mittwoch 3.5.17 bis Sonntag den 7.5.17

(SR entspricht der 12. und 13. Sitzung)

Kandidatsseminar: Schreibworkshop am 11.5. von 9:00 – 13:00 in U 92

Alle Studenten, die nicht an der Studienreise teilnehmen können, sowie die Kandidat-Studenten, sollen bitte in das Kandidatenseminar am 11.5.17 kommen.

Bücher, die Ihr im SDU Buchladen kaufen sollt:

Kafka, Der Prozess

Dave Eggers, Der Circle

Ernst Jünger, Die Glasbienen

Christa Wolf, Was bleibt

Zum Weiterlesen und Hintergrund:

The Surveillance Studies Readers, Hier and Greenberg (red.) (bb)

Surveillance Study, Petersen (red.) (bb)