

Short Form: CENES German Program Outcomes

1. Undoing the effects of monolingualism, Anglocentrism, and linguistic nativism

- Experience and **contribute** to our multilingual world
- Recognize how multilingual meanings **impact** people and processes—in complex, subtle, and profound ways
- Describe how monolingualism and linguistic nativism **intersect** with racism, nationalism, classism, ableism, and other forms of oppression

2. Knowing—from a multilingual, Germanophone standpoint

- Describe **the means** by which knowledge is made in diverse Germanophone contexts—including collaborative, historical, methodological, linguistic, social, aesthetic, creative, technological, material, and political processes
- Interpret texts and narratives using **various literary, linguistic, and multimodal frameworks**
- Help **undo colonial processes** of knowledge production—both those arising from Germanophone colonial modernity and in Canada’s colonial past and present

3. Enjoy using German—with confidence

- Speak, read, and write in German creatively and confidently, taking **pride in the accents and heritage language proficiencies** you came to the program with (English, German, Mandarin, Persian, Cree, etc.
- Work **across languages**—through translation, interpretation, code-mixing, assistive technology, etc.
- Understand that language is constantly changing amid **social and historical fluid**

4. Living and being alive in a volatile age

- Use the experiences, texts, and topics explored in your classes, you will be able to describe:
- Express what it means for you to be **alive and human today**
- Express what **responsibilities** you have to other people, communities, land, and ecologies
- Identify the **complexities** of historical, sociopolitical, and cultural processes that particularly affect German-speaking people and places

5. Aiming for planetary justice & public responsibility

- Identify and describe **how power works** in the settings that matter to you and your communities
- Describe Germanophone societies’ specific **responsibility to redress** genocide, eugenics, Nazism, colonialism, settler colonialism, and the ongoing effects of empire
- Use **resources from cultural history** and experiences of crisis from the 20th century and before to pursue justice and responsibility in the 21st century
- **Critique** propaganda, linguistic deceit, obfuscation, linguistic racism, elitism, authoritarianism, hate, exclusionary purism, and various forms of fascism in linguistic, visual, and symbolic forms

6. Modelling intellectual humility

- Strive to comprehend **beyond your own personal experience** and standpoint, through processes of listening, reflecting, conceptualization, analysis, and translation
- View knowledge and language **as a commons, rather than a possession**
- Identify the difference between the use of language and knowledge to manipulate or gain power over others, and the use of language **to uplift and nourish others**
- Identify **how your experiences shape you differently** than do those of a person of another gender, sexuality, race, religion, background, immigration status, ethnicity, language, accent, embodiment, age, language, and worldview

1. Undoing the effects of monolingualism, Anglocentrism, and linguistic nativism

Upon completing the
German major/minor

You will be able to

- describe your and your peers' experiences in, and contributions to, **the multilingual world**, exploring questions of:
 - how **multilingual meanings** impact people, places, and processes
 - how multilingual knowledge **unsettles** Anglocentrism and other forms of monolingualism
 - how monolingualism and linguistic nativism intersect with **racism, nationalism, classism, ableism**, and other forms of oppression
- describe the **limits of the “native speaker” paradigm** and the benefits of accented and so-called “non-native” contributions to cultural and linguistic communities
- evaluate how language is used to **make knowledge** in a range of social and institutional settings
- undo **linguistic indifference** and promote a **language-aware conception** of the world, your community, and your chosen profession(s)

CENES
**German
 Program
 Outcomes**
 2022-23

2. Knowing—from a multilingual, Germanophone standpoint

Upon completing the
 German major/minor

You will be able to

- share examples of **how knowledge is made and unmade** in diverse Germanophone contexts—including various collaborative, historical, methodological, linguistic, social, aesthetic, creative, technological, material, and political processes
- help **undo colonial processes** of knowledge production—both from Germanophone colonial modernity and Canada’s colonial past and present
- describe our responsibility as researchers **towards the people, places, and communities** that we learn and write about
- understand and demonstrate how various **fields of knowledge are linked interdisciplinarily**, and how professional fields rely on each other to construct knowledge
- interpret texts and narratives using **literary, cultural, linguistic, and multimodal frameworks**
- communicate the **content** and **meaning** of German-language texts across genres, translating and adapting into other languages as needed
- identify and describe the **places close to you** that are shaped or influenced by Germanophone institutions, cultures, knowledge, and people
- **apply these capabilities as a multilingual, German-speaking person** in your prospective career, other majors, and chosen civic/community commitments

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**German
 Program
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 2022-23

3. Living and being alive in a volatile age

Upon completing the
 German major/minor

You will be able to

- describe what it means **to be alive and human** in the early-21st-century world— with its pandemics, climate emergencies, and humanitarian crises.
- explore your **individual experiences** within the social, historical, emotional, aesthetic / artistic, vocational, linguistic, and cultural contexts of the 21st century
- describe what it means to you to learn and live on **unceded, traditional, and ancestral Indigenous territory**, under continuing conditions of occupation
- describe the **complexities of historical, sociopolitical, and cultural processes** that particularly affect German-speaking people and places
- use the experiences, texts, and topics explored in class to express your **understanding** of themes important to the **human condition**, such as doubt, desire, hardship, purpose, history, and transformation
- develop your approach to communication — with yourself, friends, strangers, and persons you disagree with
- share a developing understanding about the livelihoods of **people of different genders, sexualities, embodiments, racial and ethnic identities, and language backgrounds**
- express **what responsibilities** you have toward other species, ecologies, people, and livelihoods, and what forms of solidarity and advocacy you intend to build with them
- express what it means to **cultivate a satisfied mind** in a complex and suffering world

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4. Enjoy using German —with confidence

Upon completing the
 German major/minor

You will be able to

- **speak and understand German, creatively and confidently**, in various intermediate-advanced conversations and different styles of everyday language
- **overcome shyness and uncertainty** about using language to communicate in German and other languages too!
- be comfortable with **your own and others’ so-called “imperfections”** as speakers, while identifying which improvements you intend to make in your language use
- describe and understand **feelings of linguaphobia**—the fear of language(s)—and its effect on social life
- recognize the difference between **prescriptive and descriptive approaches** to language use—i.e., between absolute correctness and what is appropriate in diverse real-world situations
- understand **assistive translation technologies** and make informed decisions about when and how to use them
- understand the privileges and pleasures of being a so-called “**non-native speaker**”
- plan to be an **effective life-long learner of languages**—including your first languages (whatever those may be)
- **work across language borders** through translation, code-mixing, translanguaging, and interpreting
- take **pride in the accents and heritage language proficiencies** you came to the program with (English, German, Mandarin, Persian, Cree, etc.)
- feel new pride in **the proficiencies you have developed in** the course of your language learning in German
- **understand the ever-evolving nature of language**. Grow comfortable and creative as a language user amid the social and historical fluidity around you

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5. Aiming for planetary justice & public responsibility

Upon completing the
 German major/minor

You will be able to

- identify and describe **how power works** in the settings that matter to you and your communities
- describe Germanophone societies' specific **responsibility to redress** genocide, eugenics, Nazism, colonialism, settler colonialism, and the ongoing effects of empire
- use **resources from cultural history** and experiences of crisis from the past, to pursue justice and responsibility in the present and future
- **critique** propaganda, linguistic deceit, linguistic racism, elitism, authoritarianism, hate, exclusionary purism, and various forms of fascism — in linguistic, visual, and symbolic forms
- consider what it means for Indigenous and settler learners alike to **decolonize and Indigenize** institutions, knowledge, social relations, language, and land
- identify, describe, and analyze how language and culture are embedded within **complex systems of power**
- **apply your newly acquired knowledge** from Germanophone contexts to broader questions of the public good

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6. Modelling intellectual humility

Upon completing the
 German major/minor

You will be able to

- strive to go **beyond your individual perspective** through processes of listening, reflecting, conceptualizing, analyzing, and translating
- view knowledge and language **as a commons, rather than a possession**
- confidently **cite and give credit** to those who make knowledge, formulate language, translate, and create art
- identify the difference between using language and knowledge to manipulate or gain power over others, and the use of language **to uplift and nourish others**
- identify and understand **the diverse, complex ways that we are shaped by** gender, sexuality, race, religion, background, immigration status, ethnicity, language, accent, age, language, and worldview
- understand the **benefits of intellectual humility** while pursuing ambitious discovery, innovation, creativity, friendship, professional commitment, and community development