Courses Taught in English
Open To A General Audience
Spring 2015

267: Yiddish Song and the Jewish Experience, 3-4 cr.
270: Language and Immigration in Wisconsin, 3 cr. (Currently listed in Course Guide under German 278 until new course number becomes available)
271: The German Immigration Experience, 3 cr.
272: Nazi Culture, 3 cr.

Literature in Translation:
LT 276: Tales of the Brothers Grimm
LT 279: Yiddish Literature & Culture in America, 3 cr.
LT 326: Topics in Dutch Literature: The Family, Secrets

German 267 (meets with Jewish Studies 319, Music 319): Yiddish Song and the Jewish Experience, 3-4 cr.
Potter, M 12:05-12:55 (plenary session), W 12:05-12:55 (optional Comm-B sections)
Prerequisites: None. Does not fulfill foreign language requirement and cannot be applied towards German major.
Open to Freshmen. Fulfills Ethnic Studies requirement, Comm-B option available.
Language of instruction: English
Please contact pmpotter@wisc.edu with any questions.

The format of this course is blended: students will work through on-line modules and discussion forums on their own and meet once a week for in-class activities in the multifunctional WisCEL classroom. Those who opt for Comm-B will attend an additional section and receive 4 credits. Using the medium of Yiddish song to explore the culture and history of Jews in the diaspora, we will focus on their experience as a minority first in Europe and then in the United States. Facing discrimination, oppression, and marginalization on both sides of the Atlantic, Jews used Yiddish song as a vehicle to express their pain as well as their pride. The goals of this course are to increase students’ capacity to value the unique qualities of Yiddish song as a reflection of the Jewish experience by appreciating the depth of expression conveyed in its sounds and its lyrics, as well as to gain insight into the process of immigration and acculturation in the United States from the perspective of a persecuted group, the challenges it faced in confrontation with new forms of discrimination and marginalization, and the outlet this group found in the performing arts for documenting their struggles and for finding a creative niche in their new surroundings.

Required texts: None.
Recommended texts: None.
German 270: Language and immigration in Wisconsin
Currently listed in Course Guide under German 278 until new course number becomes available
Salmons, MWF 1:20
Prerequisites: None; there are Comm B and non-CommB sections
Open to anyone
Language of instruction: English
Please contact jsalmons@wisc.edu with any questions.

Description. Migration from abroad and other parts of North America brought and continues to bring dozens of languages and dialects of English to Wisconsin. How and when did these immigrants and their descendants learn English and when and why did they begin to speak only English? How have immigrants shaped how English is spoken in the state? We will do hands-on, original research to find answers to these and related questions about immigrant languages and English past and present in Wisconsin. We'll examine social and historical issues and issues of linguistic structure, drawing on local histories, archival data, Census records and audio recordings and there are opportunities to do fieldwork in communities across the state and the region.


German 271: The German Immigration Experience, 3 cr.
Kluge, TR, 11:00–12:15 a.m.
Prerequisites: Open to Freshmen. Does not fulfill foreign language requirement and cannot be applied towards German major. Repeatable for credit with different topic.
Language of instruction: English.
Open to freshmen. No German required. Counts as a humanities course and, for German majors, may be taken as one of the required cognate courses.
Please contact clnollen@wisc.edu with any questions.

This course offers a survey of the immigration experience of Europeans from German-speaking lands from the Colonial period into the middle of the twentieth century and beyond. Who were the immigrants and why did they come to America? Why did so many choose to settle where they did? What kind of life and what problems and disappointments did they encounter? Historical, sociological, linguistic, and cultural aspects will be considered, in order to gain insight into the greatest movement of peoples in modern times and to view the development of the United States from a unique perspective. Lecture, readings, and discussion. Two exams, one paper, and a final.

Required texts:
Three course packets to be purchased at a local copy shop.
German 272: Nazi Culture, 3 cr
Silberman / Hermand, TR 4:00 – 5:15 pm
Prerequisite: Open to first-year students, counts toward the Humanities breadth requirement and as a cognate course for German majors
Language of instruction: English
Please contact mdsilber@wisc.edu with any questions.

Was Nazi Germany the incarnation of evil in the modern world? Did its culture consist only of propaganda? Why did the Nazi leadership consider art and culture so central to its political goals? Such perceptions arose after World War II, colored by a Cold War tendency to see similarities between Nazi Germany and the Soviet Union, as well as by the hasty, controversial program of denazification conducted under Allied occupation. In the past 25 years scholars have taken a serious look at Nazi culture and revealed a much more complex set of factors at work in all areas of cultural life.

This course introduces students to the contradictory conditions that led to cultural shifts when the Nazis came to power in 1933 and then examines how Nazi policies influenced cultural life. We will consider both the small ‘c’ culture of everyday life and the more traditional domains of high and low culture: religion and youth education, the “camp system” and fascist environmentalism, propaganda and entertainment films, music and theater, art and architecture, literature and consumer culture. The course aims to identify common misconceptions about culture in Nazi Germany, to gain a deeper understanding of the workings of its cultural policy, and to assess whether political ideology was able to form something we can identify as a distinct “Nazi culture.”

This is a lecture course with opportunities for students to ask questions and engage in dialogue at the end of each lecture. All readings – original articles and excerpt from documents of the Third Reich – are in English translation. There will be several reading quizzes as well as a mid-term and final examination with essay questions. Students may choose to write an extra credit paper as well.

Required text:
Anson Rabinbach and Sander Gilman, eds., The Third Reich Sourcebook (University of California Press, 2013) $65.00 pb 9780520276833
Recommended text:
Course website: learn@uw (available one week before classes begin)
German 276 (meets with Lit Trans 276): Special Topics in German and World Literature/s: Tales of the Brothers Grimm: From the Nation to the World, 3 cr.
Mani, TR 9:30-10:45
Prerequisites: Open to Freshmen; Counts toward Literature Breadth requirement/Liberal Arts & Science credit in L&S Intermediate. Can be applied to German major as a cognate course.
Language of instruction: English (No German Required)
Please contact bvmani@wisc.edu with any questions.

If you are interested in expanding your knowledge of literature through an engagement with fairy tales, this is a course for you. The purpose of this course is to examine fairy tales, as they travel around the world and transform through historical periods and cultural contexts. At the center of the course are the famous fairy tales of Jacob and Wilhelm Grimm. The course begins with the collection and publication of fairy tales in German by the Grimms in the early 19th century, a period marked by political nationalism and literary romanticism on the one hand, and Goethe’s concept of Weltliteratur (world literature) on the other. The tales selected for the course will be framed in the context of German national literature as well as world literature. We will follow multiple retellings of fairy tales through various literary traditions and media adaptations.

Our readings and discussions will focus on social, cultural, political, and gendered aspects of Grimms’ tales, as well as those by other German authors such as Bettina von Arnim, Clemens Brentano, J.W. Goethe, E.T.A Hoffman, Herman Hesse, and Ricarda Huch, among others. By comparing German fairy tales with their counterparts in other European and non-European literatures, we will follow how power, desire, and violence are treated in different cultural and historical contexts. Through an inclusion of translations into English, and Hollywood adaptations, we will explore how Grimms’ fairy tales were cleansed of “taboo” themes for the English speaking readers and viewers. We will also consider select feminist retellings by 20th and 21st century authors as examples of the genre’s contemporary form.

Course Requirements: Students will be required to have read the texts prior to the sessions for which they are assigned. The final grade will be based on the following factors:
- Attendance and Class Participation [includes two tweets per week on twitter.com]: 15%
- bi-weekly Reading Blogs (400 words each): (10%)
- Four short exams (25%)
- Mid-Term Exam (25%)
- Final Exam (25%)

Required texts:
- Atwood, Margaret. Bluebeard’s Egg. 9780385491044


Shorter Texts and Selections made available through [https://learnuw.wisc.edu/](https://learnuw.wisc.edu/)

**German 279 (meets with Jewish Studies 279 and LitTrans 279): Yiddish Literature & Culture in America, 3 cr.**

**Hollander, TR 2:30-3:45 p.m.**

Prerequisites: None

Open to Undergraduates and Auditors

Language of instruction: English

Please contact Philip Hollander (phollander@wisc.edu) with any questions.

Course Overview: At the turn of the 20th century millions of Yiddish-speaking East European Jews arrived in America; the freedom of expression granted them catalyzed a Yiddish cultural blossoming. Emerging from the shadow of its European progenitor, American Yiddish culture quickly came of age and contributed to transnational Yiddish culture and multilingual American culture. Aspects of this culture that students will explore in this course include fiction and correspondence of the Jewish immigrant experience; filmic and poetic representations of the exploited Jewish immigrant underclass and their efforts to attain human and workers' rights; avant-garde Yiddish drama, poetry and prose; fiction addressing the Holocaust and the period when Yiddish no longer served as American Jewry's vernacular.

Learning Goals:

1. Students will attain knowledge of how American Jews developed a unique Yiddish culture combining elements of their European past with indigenous American materials.
2. Students will achieve grounding in American Yiddish Culture through encounter with works created by fourteen of its leading authors, poets, playwrights, and directors.
3. Students will learn strategies for analyzing literary, filmic, and poetic texts intended to improve their critical thinking.
4. Students will learn how to more effectively communicate their analytical insights in writing.

Evaluation Criteria:

1. Reading Quizzes and Short Writing Assignments - 20% grade
2. Textual Echo Papers (500-750 words) - 3 X 15% grade
3. Final - 25% grade
4. Attendance and Participation - 10% grade

**Required texts:**


German 325: *Topics in Dutch Literature: The Family, Secrets, 3 cr.*

**Taylor, MW 1-2:15; DISC T 1:20-2:15 (or TBA)**

Prerequisite: German 214 or equiv.

Language of instruction: Dutch and English

Please contact jvtaylor@wisc.edu with any questions.

What makes a family? How can the family support its members, and how do they construct a group identity? What factors make or break a family? We will look at well-known, (mostly) recent Dutch novels and films, and discuss their portrayals of different kinds of wonderful and horrible families, and a range of kinds of love, intrigue, mystery, and disaster. We will also discuss these texts as expressions of Dutch and Flemish culture, and ask questions about any possible cultural differences with your (sub)culture that you would like to identify, and how these writers achieve the effects they do.

This course will involve substantial discussion in class (and online). It invites students to read attentively, to think carefully, and to discuss thoughtfully and vigorously and with respect – face-to-face and/or online. In addition to learning about the literature and culture of the Low Countries, students will have ample opportunity to practice their critical thinking skills and their oral and written communication skills.

This course also functions, where needed, as an introduction to some “ways of knowing” that belong to the traditions of the Humanities. While it requires some practice and discipline, the ability to engage even sensitive matters in a spirit of respect and cooperation is an important skill for life, for the world of work and for citizenship.
Literature in Translation:

Lit Trans 276: Tales of the Brothers Grimm: From the Nation to the World, 3 cr.
Mani, TR 9:30-10:45
Prerequisites: Counts toward Literature Breadth requirement/Liberal Arts & Science credit in L&S Intermediate. Can be applied to German major as a cognate course.
Open to Freshmen;
Language of instruction: English (No German Required)
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Hollander, TR 2:30-3:45 p.m.
Prerequisites: None
Open to Undergraduates and Auditors
Language of instruction: English
Please contact Philip Hollander (phollander@wisc.edu) with any questions.

Course Overview: At the turn of the 20th century millions of Yiddish-speaking East European Jews arrived in America; the freedom of expression granted them catalyzed a Yiddish cultural blossoming. Emerging from the shadow of its European progenitor, American Yiddish culture quickly came of age and contributed to transnational Yiddish culture and multilingual American culture. Aspects of this culture that students will explore in this course include fiction and correspondence of the Jewish immigrant experience; filmic and poetic representations of the exploited Jewish immigrant underclass and their efforts to attain human and workers’ rights; avant-garde Yiddish drama, poetry and prose; fiction addressing the Holocaust and the period when Yiddish no longer served as American Jewry's vernacular.

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Taylor, MW 1-2:15
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Language of instruction: English.
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