DUTCH COURSES

111: First Semester Dutch, 4 cr.
Section information: please refer to MyCourseGuide
Prerequisites: none.
Please contact jvtaylor@wisc.edu with any questions.
(Also offered as 311 for graduate students).

One of the advantages of studying at the UW is being able to take courses in Dutch. Although the study of Dutch linguistics and literature has steadily expanded at major American universities in recent years, many universities do not offer this language. Since Dutch is a Germanic language—linguistically related to both German and English—and since Dutch culture and literature have always had close ties to a number of international cultures, Dutch is a logical choice as an additional language for American students of German language, literature and culture, and for those from a range of other majors. See our website at http://german.lss.wisc.edu/dutch. Note that 111 meets four days a week (not on Fridays).

Required textbook:
Please note that the publisher may be changing to a “package” model in the near future in which #2 below would be included with #1. Please don’t purchase the site license twice.
1. Code Plus Takenboek / Deel 1 0-A1
   Basisleergang Nederlands Voor Anderstaligen
   Paperback | 2012
   ISBN 9006814350

2. Site license—you may wish to attend the first day of class first. Select A or B:
   A. for first semester only:
      CODE Plus cursistlicentie deel 1 (0-A1)
      €18,00 EAN: 9789006814316
      Or
   B. For the whole year (at a discount):
      CODE Plus cursistlicentie deel 1&2 (0-A2)
      €30,00 EAN: 9789006814330

Recommended books:
Dutch/English, English Dutch dictionary. Students often ask about dictionaries. You need to make sure that you select one that indicates the genders of Dutch nouns. These two do:
less expensive:
213: Third Semester Dutch, 4 cr.
Section information: please refer to MyCourseGuide
Prerequisites: Dutch 112 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.
(Also offered as 313 for graduate students).

See description for First Semester Dutch - German 111.
Note that 213 meets four days a week (not on Fridays).

Required textbook:
Please note that the publisher may be changing to a “package” model in the near future in which #2 below would be included with #1. Please don’t purchase the site license twice.
1. CODE plus Takenboek / 3 A2-B1
   Paperback | 2012
   ISBN 9006814377
   Please note that this is the book for the Third AND Fourth-Semester Dutch classes (German 213-214).
2. Site license—you may wish to attend the first day of class first.
   CODE Plus cursistlicentie deel 3 (A2-B1)
   €40.00 EAN: 9789006814309

Recommended books:
Dutch/English, English Dutch dictionary. Students often ask about dictionaries. You need to make sure that you select one that indicates genders of Dutch nouns. These two do:
less expensive:

245 (meets with 445/645): Topics in Dutch Life and Culture: Dutch Tolerance and Multiculturalism, 3cr.
Taylor, MWF, 1:20-2:10
Prerequisites: none; course number can be repeated for credit, provided topics are different.
Open to freshmen
Language of instruction: English
Please contact jvtaylor@wisc.edu with any questions.

Common representations of the Netherlands seem contradictory. Some people picture row upon-straight-row of tulips in fields, windmills, nearly perfectly parallel ditches, thoughtful zoning practices in cities—a well-planned society. Conversely, facts and misconceptions about such curiosities as Dutch drug policy, a regulated
sex industry, the practice of euthanasia, gay rights and “multiculturalism”—often lumped together under the rubric of “tolerance”—oddly counterbalance the aforementioned tamer images. Do these different views represent two different strains, or two extremes, within Dutch culture? Are they related? Do these cultural practices find their source in a consistent approach? In the most recent decade, the international press has reported on the influx of “newer” Dutch citizens, the notorious murders of two public figures—Pim Fortuyn, and Theo van Gogh—and ongoing arguments about the demands that the Dutch might place on immigrants, including by such internationally known persons as Geert Wilders and Ayaan Hirsi Ali—and asks whether these phenomena herald a major change in Dutch society. This course looks at the history and context of these events to attempt a nuanced understanding.

We will investigate the role and meaning of “tolerance” and the recent attempts at “multiculturalism” in Dutch culture by studying approaches to tolerance and community that have shaped current debates and practices. We will note the history of the area, influences of geography and climate, the importance of trade and international contacts, Dutch relations with the country’s minority groups (including Jewish citizens and those from the Indies—who were once immigrants), the Dutch Revolt and founding of the Dutch nation, the Reformation, philosophers such as Erasmus, debates about the roles of the state and voluntary affiliations in the 19th century, social control and attitudes toward social and economic safety nets, the effect of immigration throughout history, and the rise and decline of that typically Dutch (but supposedly now defunct) form of societal organization, “pillarization,” a strategy for dealing with political, religious, and sub-cultural differences that was in place long before the recent waves of immigration. We will ask: how well do recent immigrant groups fare in Dutch society, and has Dutch society changed in response to their presence?

In our attempt to understand the role of the notion of “tolerance” (whether the models be “verdraagzaamheid,” “gedoogpolitiek,” “integratie” or “inburgering”), we will consider contributions to the ongoing debate selected from a range of cultural expressions, including literary works, the fine arts, film, music, and public policy.

While focusing on an important contemporary topic, this course will help you develop a basic understanding of Dutch culture. It will help prepare you for study abroad in the Netherlands, and for further study in Dutch literature and culture. It will also provide a strong background for other humanities and social science coursework on topics related to the Netherlands and contemporary approaches to immigration and multiculturalism in Europe.

*Most importantly*, this is a course in the tradition of liberal education: it aims to help you develop your skills in analysis; critical, logical and creative thinking; writing clearly, and speaking coherently and effectively. By considering the development of the theory and practice of “tolerance” and “multiculturalism” in the Netherlands, you will be able to think about your own values and practices as you learn about and
evaluate those of others – within their cultural contexts. These skills are valuable (for the purposes of your life at work as well as for citizenship) far beyond the benefit of knowing the facts that you will acquire in this course.

**EXPECTATIONS: DISCUSSION:** Although some information will be presented lecture-style, classroom (and online) discussion will comprise a significant component of the learning process. Class attendance is mandatory because class participation is a significant way that we will work together. In addition to conversing in class, we will also use the Learn@UW bulletin-board feature to maintain an online discussion. Although you are welcome to use the discussion groups to your heart’s content, you are expected to contribute at least once per unit (“century”). Depending on how things develop spontaneously, we may assign special Learn@UW tasks. We’ll discuss this in class.

**325 (meets with GER 625 / Lit Tran 326) : “Occupation, Holocaust, Memory” in Dutch Literature, 3-4 cr.**

Taylor, MWF, 11:00-11:50, DISC T 11:00-11:50 (or TBA)
Prerequisites: German 214 or 314 or equivalent; course number can be repeated for credit, provided topics are different. Open to freshmen
Language of instruction: English (MWF) and Dutch (T)
Please contact jvtaylor@wisc.edu with any questions.

In this course we will consider a variety of texts selected from the Dutch language literary tradition that engages with the Nazi occupation of the Low Countries during WWII, the Holocaust—from the perspective of the Low Countries—and the memory of both these in later decades. We will look at the techniques, devices, methods and structures that writers employ to engage and educate the reader, to provide an aesthetic experience, to challenge the reader, and to raise the big questions. This course invites students to read attentively, to think carefully, and to discuss thoughtfully and vigorously – face-to-face, informally online, and in more formal papers and exams.

Learning outcomes:
This course particularly encourages students to expand their knowledge of human cultures, specifically of literature. In acquiring this knowledge, we will practice a range of 21st-century skills, including inquiry and analysis; critical and creative thinking; written and oral communication; ethical reasoning.

**PRIMARY WORKS:**
Common representations of the Netherlands seem contradictory. Some people picture row upon straight row of tulips in fields, windmills, nearly perfectly parallel ditches, thoughtful zoning practices in cities—a well-planned society. Conversely, facts and misconceptions about such curiosities as Dutch drug policy, a regulated sex industry, the practice of euthanasia, gay rights and “multiculturalism”—often lumped together under the rubric of “tolerance”—oddly counterbalance the aforementioned tamer images. Do these different views represent two different strains, or two extremes, within Dutch culture? Are they related? Do these cultural practices find their source in a consistent approach? In the most recent decade, the international press has reported on the influx of “newer” Dutch citizens, the notorious murders of two public figures—Pim Fortuyn, and Theo van Gogh—and ongoing arguments about the demands that the Dutch might place on immigrants, including by such internationally known persons as Geert Wilders and Ayaan Hirsi Ali—and asks whether these phenomena herald a major change in Dutch society. This course looks at the history and context of these events to attempt a nuanced understanding.
We will investigate the role and meaning of “tolerance” and the recent attempts at “multiculturalism” in Dutch culture by studying approaches to tolerance and community that have shaped current debates and practices. We will note the history of the area, influences of geography and climate, the importance of trade and international contacts, Dutch relations with the country’s minority groups (including Jewish citizens and those from the Indies – who were once immigrants), the Dutch Revolt and founding of the Dutch nation, the Reformation, philosophers such as Erasmus, debates about the roles of the state and voluntary affiliations in the 19th century, social control and attitudes toward social and economic safety nets, the effect of immigration throughout history, and the rise and decline of that typically Dutch (but supposedly now defunct) form of societal organization, “pillarization,” a strategy for dealing with political, religious, and sub-cultural differences that was in place long before the recent waves of immigration. We will ask: how well do recent immigrant groups fare in Dutch society, and has Dutch society changed in response to their presence?

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**EXPECTATIONS:**

**DISCUSSION:** Although some information will be presented lecture-style, classroom (and online) discussion will comprise a significant component of the learning process. Class attendance is mandatory because class participation is a significant way that we will work together. In addition to conversing in class, we will also use the Learn@UW bulletin-board feature to maintain an online discussion. Although
you are welcome to use the discussion groups to your heart’s content, you are expected to contribute at least once per unit (“century”). Depending on how things develop spontaneously, we may assign special Learn@UW tasks. We’ll discuss this in class.

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Graduate Level

311: First Semester Dutch for Graduate Students, 3 cr.
Section information: please refer to MyCourseGuide
Prerequisites: none.
Please contact jytaylor@wisc.edu with any questions.

One of the advantages of studying at the UW is being able to take courses in Dutch. Although the study of Dutch linguistics and literature has steadily expanded at major American universities in recent years, many universities do not offer this language. Since Dutch is a Germanic language—linguistically related to both German and English—and since Dutch culture and literature have always had close ties to a number of international cultures, Dutch is a logical choice as an additional language for American students of German language, literature and culture, and for those from a range of other majors. See our website at http://german.lss.wisc.edu/dutch. Note that 311 meets four days a week (not on Fridays).

Required textbook:
Please note that the publisher may be changing to a “package” model in the near future in which #2 below would be included with #1. Please don’t purchase the site license twice.
1. Code Plus Takenboek / Deel 1 0-A1
   Basisleergang Nederlands Voor Anderstaligen
   Paperback | 2012
   ISBN 9006814350
2. Site license—you may wish to attend the first day of class first. Select A or B:
   A. for first semester only:
      CODE Plus cursistlicentie deel 1 (0-A1)
      €18,00 EAN: 9789006814316
      Or
   B. For the whole year (at a discount):
      CODE Plus cursistlicentie deel 1&2 (0-A2)
      €30,00 EAN: 9789006814330
Recommended books:
Dutch/English, English Dutch dictionary. Students often ask about dictionaries. You need to make sure that you select one that indicates the genders of Dutch nouns. These two do:

less expensive:

313: Third Semester Dutch for Graduate Students, 3 cr.
Section information: please refer to MyCourseGuide
Prerequisites: Dutch 312 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.

See description for First Semester Dutch - German 311.
Note that 313 meets four days a week (not on Fridays).

Required textbook:
Please note that the publisher may be changing to a “package” model in the near future in which #2 below would be included with #1. Please don’t purchase the site license twice.
1. *CODE plus Takenboek / 3 A2-B1*
   Paperback | 2012
   ISBN 9006814377
   Please note that this is the book for the Third AND Fourth-Semester Dutch classes (German 213-214).
2. Site license—you may wish to attend the first day of class first.
   CODE Plus cursistlicentie deel 3 (A2-B1)
   €40.00 EAN: 9789006814309

Recommended books:
Dutch/English, English Dutch dictionary. Students often ask about dictionaries. You need to make sure that you select one that indicates genders of Dutch nouns. These two do:

less expensive:

German 625: “Occupation, Holocaust, Memory” in Dutch Literature, 3-4 cr.
(meets with GER 325 / Lit Tran 326)
Jolanda Vanderwal Taylor, MWF, 11:00-11:50, DISC T 11:00-11:50 (or TBA)
Prerequisites: graduate standing and German 214 or 314 or equivalent; course number can be repeated for credit, provided topics are different. Open to freshmen
Language of instruction: English (MWF) and Dutch (T)
Please contact jvtaylor@wisc.edu with any questions.

In this course we will consider a variety of texts selected from the Dutch language literary tradition that engages with the Nazi occupation of the Low Countries during WWII, the Holocaust—from the perspective of the Low Countries—and the memory of both these in later decades. We will look at the techniques, devices, methods and structures that writers employ to engage and educate the reader, to provide an aesthetic experience, to challenge the reader, and to raise the big questions. This course invites students to read attentively, to think carefully, and to discuss thoughtfully and vigorously – face-to-face, informally online, and in more formal papers and exams.

Learning outcomes:
This course particularly encourages students to expand their knowledge of human cultures, specifically of literature. In acquiring this knowledge, we will practice a range of 21st-century skills, including inquiry and analysis; critical and creative thinking; written and oral communication; ethical reasoning.

PRIMARY WORKS:
7. Abel J. Herzberg, Jack Santcross (Translator):
   Between Two Streams: A Diary from Bergen-Belsen.
   Publisher: Tauris Parke Paperbacks, 2008.
8. Gerhard Durlacher, Susan Massotty (Translator):
   The Search: The Birkenau Boys.
   Serpent’s Tail, 1998.
Excerpts from the following will be provided:
9. Etty Hillesum

Additional materials will be made available as needed in class, on reserve and online.

Literature In Translation

Literature In Translation 326 (meets with GER 325/625): “Occupation, Holocaust, Memory” in Dutch Literature, 3 cr.
Taylor, MWF, 11:00-11:50
Prerequisites: none; course number can be repeated for credit, provided topics are different.
Open to freshmen
Language of instruction: English
Please contact jvtaylor@wisc.edu with any questions.

In this course we will consider a variety of texts selected from the Dutch language literary tradition that engages with the Nazi occupation of the Low Countries during WWII, the Holocaust—from the perspective of the Low Countries—and the memory of both these in later decades. We will look at the techniques, devices, methods and structures that writers employ to engage and educate the reader, to provide an aesthetic experience, to challenge the reader, and to raise the big questions. This course invites students to read attentively, to think carefully, and to discuss thoughtfully and vigorously – face-to-face, informally online, and in more formal papers and exams.

Learning outcomes:
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PRIMARY WORKS:
1. Harry Mulisch, Claire Nicholas White (Translator):
   The Assault.
   ISBN-10: 0394744209
2. Carl Friedman (Author), Arnold Pomerans and Erica Pomerans (Translators): 
Nightfather: A Novel.
Persea Books.
3. Anne Frank: The Diary of a Young Girl [Mass Market Paperback]
or the 1953 edition.
Bantam;
4. Willem Frederik Hermans, Ina Rilke (Translator):
The Darkroom of Damocles.
· Paperback: 400 pages $12.44
· Publisher: Overlook TP
· ISBN-10: 1590200810
5. Jeroen Brouwers, Adrienne Dixon (Translator):
Sunken Red.
6. Adriaan van Dis, Claire Nicholas White (Translator):
My Father’s War: A Novel
ISBN-10: 156584033X.
7. Abel J. Herzberg, Jack Santcross (Translator):
Between Two Streams: A Diary from Bergen-Belsen.
Publisher: Tauris Parke Paperbacks, 2008.
8. Gerhard Durlacher, Susan Massotty (Translator):
The Search: The Birkenau Boys.
Serpent’s Tail, 1998.

Excerpts from the following will be provided:
9. Etty Hillesum

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