Graduate Course Descriptions - Fall 2013

List of Fall 2013 Graduate Courses (full descriptions follow below):
311: First Semester Dutch, 3 cr.
313: Third Semester Dutch, 3 cr.
335: Dutch Conversation and Composition, 3 cr.
391: German for Graduate Reading Knowledge, 3 cr.
401: First Semester German, 3 cr.
402: Second Semester German, 3 cr.
403: Third Semester German, 3 cr.
404: Fourth Semester German, 3 cr.
645: Cultuurkunde der Lage Landen: Immigratie/Emigratie in de Lage Landen 3-4 cr.
650: History of the German Language, 3 cr.
720: College Teaching of German, 1 cr.
722: Theory of Teaching German, 2 cr.
727: Research in Second Language Acquisition, 3 cr.
755: Early New High German, 3 cr.
758: Sociohistorical Linguistics, 3 cr.
940: Seminar in German Literature, 3 cr. (Meets with German 947)
947: Literatur als Sprache, 3 cr.
948: Comparative World Literature, 3 cr.

Fall 2013 Graduate Course Descriptions

NOTE: Verify availability of sections using online timetable!!
311: First Semester Dutch, 3 cr.
Lec 1, MTWR, 9:55
Lec 2, MTWR 1:20
Prerequisites: none.
Please contact jvtaylor@wisc.edu with any questions.
(Meets with 111).

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 below:
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 genders of Dutch nouns. These two do best:
less expensive:

313: Third Semester Dutch, 3 cr.
Lec 2, MTWR, 1:20
Prerequisites: Dutch 312 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.
(Meets with 213).

See description for 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
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 best:
less expensive:
335: Dutch Conversation and Composition for Graduate Students, 3 cr. 
MWF 8:50
Prerequisites: German 314 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.
Language of Instruction: Dutch.

The aim of “German” 335 is to develop the student's ability to speak and write in Dutch on everyday matters, current events, and academic topics through daily oral work (in-class discussions and presentations) and regular essays. This course employs a multimedia approach. It not only reinforces the skills practiced in Fourth Semester Dutch, but also helps students to work on more advanced structures, and to fine-tune one's vocabulary to include more formal registers such as academic language, as well as the rich idioms and proverbs which make Dutch such an interesting language to learn. The final grade is based on the following components: class participation, essays, quizzes, one or more presentations, oral and written exams. 
Course language is Dutch; excellent preparation for study or research abroad in the Netherlands or Flanders.

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 4
2. Code Plus 4 cursistlicentie
ISBN not currently available; please check back later or email jvtaylor@wisc.edu

391: German for Graduate Reading Knowledge, 3 cr.
Calomino, TR 9:30-10:45
Prerequisites: senior or graduate student
Language of Instruction: English
Please contact calomino@wisc.edu or SCalomino@aol.com with any questions.
Regular attendance is expected (or contact via email or telephone if attendance not possible)
Please note the following guidelines on academic honesty:
http://students.wisc.edu/saja/misconduct/UWS14.html#points

This course is intended for those who wish to develop primarily reading skills in German. A thorough presentation of German grammar will be coupled, from the start, with regular practice in reading and translation. Various levels of academic prose will be covered with a twofold goal: participants will develop skills at comprehension in reading expository German in general; individuals will have the opportunity to begin reading German in their own research areas as well.

Required texts:
Jannach, Hubert and Richard A. Korb, German for Reading Knowledge. Heinle. Most recent ed
Cassell’s German-English / English-German Dictionary. Cassell & Co./ MacMillan. (or other equivalent dictionary)

NOTE: Verify availability of sections using online timetable!!
401: First Semester German, 3 cr.
Lec 1, MTWRF, 8:50
Presumes no knowledge of the German language. In the course students learn basic vocabulary around topics such as classroom objects, daily routines, descriptions of people and objects, simple narration in present time, etc. Currently German 401 covers material presented in the textbook VORSPRUNG from Kapitel 1 to Kapitel 6. Students read and discuss "real" texts (written by and for native) speakers from the start. Grammar is explained using examples from these texts as well as from a graphic novel, told in installments, that traces the journey of an American exchange student, Anna Adler, to the university in Tübingen as well as her adventures once there. The course also offers basic cultural insights and comparisons that are further elaborated on in second-year courses. Testing is done in increments of chapter quizzes; there is no mid-term and no traditional final exam. Students also complete writing & reading assignments as well as matching assessments, all with a take-home component. There are two oral projects (not traditional exams). Class participation is encouraged and an attendance policy is in place. This course cannot be audited.

http://german.lss.wisc.edu/new_web/?q=node/152

Required textbooks:
Lovik, Guy, and Chavez. Vorsprung, enhanced 3rd edition Cengage and bundled e-book license. For detailed information on how best to purchase these materials go to the above link and then click on “texts” under Courses/German 101 on the left side of the Web page.

Recommended textbooks:
Cecile Zorach and Charlotte Melin. English Grammar for Students of German. Olivia & Hill Press (latest edition) and a good German/English English/German dictionary.

NOTE: Verify availability of sections using online timetable!!
also offers basic cultural insights and comparisons that are further elaborated on in second-year courses. Testing is done in increments of chapter quizzes; there is no midterm and no traditional final exam. Students also complete writing & reading assignments as well as matching assessments, all with a take-home component. There are two oral projects (not traditional exams). Class participation is encouraged and an attendance policy is in place. This course cannot be audited.

http://german.lss.wisc.edu/new_web/?q=node/151

Required textbooks:
Lovik, Guy, and Chavez. Vorsprung, enhanced 2nd edition, Cengage, and bundled e-book license. For detailed information on how best to purchase these materials go to the above link and then click on “texts” under Courses/German 101 on the left side of the Web page.

Recommended Textbooks:

NOTE: Verify availability of sections using online timetable!!

403: Third Semester German, 3 cr.
Lec 1, MTWR, 8:50
Lec 2, MTWR, 9:55
Lec 3, MTWR, 11:00
Lec 4, MTWR, 12:05
Lec 7, MW, 3:30-5:10

Prerequisites: German 402 or appropriate score on the placement exam.

Please contact jmschuel@wisc.edu with any questions.
(Meets with 203.)

German 403, like German 404, reviews German grammar but (a) prior knowledge of these concepts is assumed and (b) the sequence of grammar forms to be reviewed differs from that of first-year curricula (in other words, the grammar focused on in 403 is not identical to that dealt with in 401). The primary objective of the course is to give students the opportunity to explore language as it is embedded in the culture. Students will explore mostly contemporary but also historical aspects of the cultures of the German-speaking countries through a journey through the Stationen (stations) of which each stands for a major city in Austria, Germany, or Switzerland and the region that it represents. Testing is done in increments, with chapter quizzes instead of mid-terms or a traditional final exam. Students complete writing and reading assessments, all with a take-home component. There are two oral projects (not traditional exams). Mid-semester, students will have the opportunity to sign up for a mini seminar of their choice. These three-class-period events substitute for regular class meetings and permit students to explore specific interests, ranging from cultural products such as food and drink or literary periods to cultural practices, such as the "rules of appropriate interactions" and how they are different from American practices, to cultural perspectives, such as the history of the language or regional differences in dialects. This course cannot be audited.

http://german.lss.wisc.edu/new_web/?q=node/153

Required textbooks:
**Recommended textbooks:**

**NOTE:** Verify availability of sections using online timetable!!

**404: Fourth Semester German, 3 cr.**
Lec 1, MTWR, 9:55
Lec 3, MTWR, 11:00
Lec 4, MTWR, 12:05
Lec 5, MW, 3:30-5:10

Prerequisites: German 403 or appropriate score on placement exam.
Please contact imschnel@wisc.edu with any questions.
(Meets with 204.)

German 404, like German 403, reviews German grammar but (a) prior knowledge of these concepts is assumed and (b) the sequence of grammar forms to be reviewed differs from that of first-year curricula (in other words, the grammar focused on in 404 is not identical to that dealt with in 402). The primary objective of the course is to give students the opportunity to explore language as it is embedded in the culture. Students will explore mostly contemporary but also historical aspects of the cultures of the German-speaking countries through a journey through the *Stationen* (stations) of which each stands for a major city in Austria, Germany, or Switzerland and the region that it represents. Testing is done in increments, with chapter quizzes instead of mid-terms or a traditional final exam. Students complete writing and reading assessments, all with a take-home component. There are two oral projects (not traditional exams). Mid-semester, students will have the opportunity to sign up for a mini seminar of their choice. These three-class-period events substitute for regular class meetings and permit students to explore specific interests, ranging from cultural products such as food and drink or literary periods to cultural practices, such as the "rules of appropriate interactions" and how they are different from American practices, to cultural perspectives, such as the history of the language or regional differences in dialects. This course cannot be audited.

[http://german.lss.wisc.edu/new_web/?q=node/154](http://german.lss.wisc.edu/new_web/?q=node/154)

**Required textbooks:**

**Recommended Textbooks:**

**645: Cultuurkunde der Lage Landen: Immigratie/Emigratie in de Lage Landen, 3-4 cr.**
Taylor, MW 2:30-3:45 DISC T 2:25-3:15

Prerequisites: German 214 or 314 and graduate standing or consent of instructor
Taught in English three hours a week (meets with German 245/445) plus a small-group discussion in Dutch one hour a week. Reading and written assignments are in Dutch.
Please contact jvtaylor@wisc.edu with any questions.
Description: Immigration is a topic of great import in Europe (and the United States) in our time. This course will offer a sense of perspective by looking at the record of migration and cultural contact in the Low Countries throughout the ages, including in the times of the Germanic Tribes, the Romans, the Burgundian Period, the migrations of the Dutch Revolt and the Golden Age, the colonial periods, the Nineteenth and Twentieth Centuries, and up to the present, with its extensive political, cultural and religious implications. We will look at migration from multiple points of view: the causes, the way immigrants were received, to what extent they assimilated, what factors tended to help them assimilate – and what factors affected their acceptance by the local population. Our approach will be multi-disciplinary: the course will use evidence from linguistics, (social) history, literature, art history, archaeology, film, and others.

Textbooks: TBA
In addition to the textbooks ordered by the bookstores, additional material will be available (reader, web material, multi-media).

650: History of the German Language, 3 cr.
Salmons, MWF 12:05
Prerequisites: Senior standing or consent of instructor
Language of instruction: English
Please contact jsalmons@wisc.edu with any questions; also, see http://joseph-salmons.net.

This course introduces you to the field of German historical linguistics, including basic research methodologies. The course involves extensive hands-on work with data of many kinds. We'll examine the origins and development of the German language, from prehistory to the present day, with attention to both structural aspects (sounds, word forms, sentence structures), and how they have evolved in changing cultural and social settings. In the later parts of the course, we'll discuss the development of a standard language and its relationship to regional and social varieties.

Requirements: participation, homework and exercises, midterm, final (take-home), short writing assignments.

Course website: We will use Learn@UW for some purposes, but PowerPoints, handouts and readings, homework assignments, text samples, additional readings, and so on will be available at www.histofgerman.net.

720: College Teaching of German, 1 cr.
722: Theory of Teaching German, 2 cr.
Schueller, MWF, 9:55-10:45
Prerequisite: Graduate student in the Department of German
Language of instruction: English
Please contact imschuel@wisc.edu with any questions.

Please note that a nearly weeklong orientation, partially in collaboration with other language departments, is a course requirement. Please check with the Department to inquire about the start date of this orientation, which typically coincides with Welcome
Week. To compensate course participants for the early start, a number of course meetings toward the latter part of the semester will be omitted.

Under normal circumstances, Ger 720 and Ger 722 need to be taken together, for a total of 3 credits. Graduates are not eligible for a teaching assignment in the Department without earning the full 3 credits at the first opportunity. Ger 720/722 is only offered in fall semesters of alternate years. Graduates who need to begin their teaching before the course is offered need to complete the weeklong, early fall orientation before they start their teaching assignment and complete a select set of 720/722 course assignments in advance, during the fall in which they begin their teaching.

The course fulfills a graduation requirement toward the M.A. Graduate students entering the program on a fellowship also need to take the course if it is offered during their year of entry. There are two versions of the syllabus, one for teaching, another for non-teaching graduate students. Students who believe they have taken a similar course at another institution need to consult with the instructor to determine that course’s eligibility as a substitute. If the course is found to be eligible, graduates will usually be asked to complete course assignments that are intended to acculturate new teachers into the UW-Madison teaching culture, for the equivalent of 1 credit. These students will register for German 720 only.

This course offers an introduction to principles and theories of second language acquisition as well as foreign language pedagogy. We will explore the many interpretations of the common term “communicative language teaching/learning”; how to put the concept into practice; and how the concept is rooted in theory. We will look at how every teacher can and should conduct what is called ‘action’ (“informal”, classroom-based) research, as a check mechanism for intuitive practice. We will also consider the influence of teacher and learner variables and how these variables can be embedded in a common theory of teaching and learning. You will be encouraged to explore yourself as a teacher, to get to know the UW-Madison language program, and to familiarize yourself with the profession at large. The course will primarily be assignment- and project- rather than exam-based. Assignments include discussions of theoretical issues and of the connection between theory and practice; field “investigations”; collaborative and experimental teaching; self-reflection; self-description; on-line research; and interviews. The overall theoretical nature of the course is complemented by practice-oriented work and required regular consultation with the departmental graduate-student TA mentor (available to both teaching and non-teaching graduate students).

**Required Texts:**
(2) Research articles and accompanying reading guides, to be downloaded from the course website.

**727: Research in Second Language Acquisition, 3 cr.**
**Chavez, TR 8-9:15**
Prerequisite: graduate student, enrollment by permission of instructor only
Language of instruction: English
Please contact Monika Chavez (mmchavez@wisc.edu) for authorization or with any questions.
In this course, graduate students completing research projects (dissertations, dissertation prospectuses, M.A. theses) under the direction of Monika Chavez will meet to discuss canonical components of these works as well as appropriate resources and strategies to write them. There will be regular homework assignments that aim at students' working toward the completion of their respective papers. In- and out-of-class activities will encourage collaboration and mutual support among course participants. Participation via Skype is possible. Whole-class meetings (many of them in the language/writing lab) will alternate with small-group and individual meetings.

There are no required texts.

755: Early New High German, 3 cr.
Calomino, Tu Th 11:00-12:15
Open to graduate students and advanced undergraduates.
Prerequisite: familiarity with an older Germanic language
Taught in English
Contact for questions: calomino@wisc.edu or SCalomino@aol.com
Regular attendance is expected (or contact via email or telephone if attendance not possible)
Please note the following guidelines on academic honesty:
http://students.wisc.edu/saja/misconduct/UWS14.html#points

This course will examine predominant linguistic trends based on textual evidence during the Early New High German period. Topics will include phonological, morphological, and syntactic developments from the late thirteenth through the late sixteenth century. Lexical topics and literary or textual types will also be treated. Regional developments will be considered for representative dialect-areas: East and West Central, or Middle German, Alemannic (including Swabian), Bavarian, and Low German. A variety of texts from each of these areas will provide opportunity to develop fluency in reading and will also provide a basis for topics in linguistic and thematic discussion. These texts will also be examined for the development or continuation of linguistic phenomena and literary or ecclesiastical trends which had already been present during earlier phases of Middle High German. Readings will include: Selections from Mären, Urkunden, chronicles, Marian poetry, Thüringisches Osterspiel, Passional, Fastnachtsspiele des 15. und 16. Jahrhunderts, various works of Hans Sachs, Dil Ulenspiegel, Bible translations, Melusine or a similar text from the Buch der Liebe. Texts that may be out of print, or will be read in selection, will be made available as photocopies or PDF. Participants will complete a research project on a linguistic or textual topic.

Required texts:
Hartweg/Wegera, Frühneuhochdeutsch, 2nd ed., Tübingen: Niemeyer
Paul, Mittelhochdeutsche Grammatik, either of last 2 eds., Tübingen: Niemeyer
Götze, Frühneuhochdeutsches Glossar, Berlin: De Gruyter
Marienlegenden aus dem alten Passional, Tübingen: Niemeyer
Der Ritter von Straufenberg
Ein kurzweilig Lesen von Dil Ulenspiegel.

Recommended:
758: Sociohistorical Linguistics
Howell, MWF 11:00
Prerequisites: Graduate standing or consent of instructor
Language of instruction: English
Contact: rbhowell@wisc.edu with any questions

In this course we deal with the effect of social and demographic factors on the process of language change, with particular reference to the Germanic languages. We will discuss the value of various approaches to sociolinguistics to historical studies, focusing on the numerous difficulties involved in basing sociolinguistic analysis on limited data. Topics treated in the seminar will include:

--The use and abuse of sociological 'explanations' in traditional historical linguistics
--Stratificational models in sociolinguistics
--Solidarity-based models in sociolinguistics: network theory, accommodation theory
--Language and dialect contact theory, koineization
--(Re)constructing vernaculars based on textual data
--(Re)constructing speech communities or communities of practice
--The role of social constructs such as gender, national/regional/ethnic identity and class in the development of linguistic behavior

In consultation with the instructor, students will develop a collaborative research project centering on the social history and urban dialect of a selected German city. The final product will be a research prospectus and extensive bibliography which can serve as a blueprint for a number of projects focusing on the development of that city's urban vernacular.

940: Seminar in German Literature. (Meets with 947, see description below), 3 cr.
Includes a library module and research orientation.

947: Literatur als Sprache, 3 cr.
Gross, W 3:30-6:00
Language of instruction German
New graduate students should enroll under German 940.
Contact sgross@wisc.edu with any questions

„Es wird nämlich verkannt, daß die Literatur mit der Sprache gemacht wird, und nicht mit den Dingen, die mit der Sprache beschrieben werden. [...] Man denkt über die Gegenstände nach, die man »Wirklichkeit« nennt, aber nicht über die Worte, die doch eigentlich die Wirklichkeit der Literatur sind."
Peter Handke

Wir lesen (kurze) Primärtexte von Günter Grass, Marlen Haushofer, Sten Nadolny, Friedrich Dürrenmatt, Lilian Faschinger, Kathrin Passig und Esther Dischereit sowie die folgenden sechs Romane:

- Uwe Timm: Morenga (1978)
- Birgit Vanderbeke: Das Muschelessen (1990)
- Daniel Kehlmann: Die Vermessung der Welt (2005)
- Monica Cantieni: Grünschnabel (2011)

Alle Romane außer Grünschnabel sind als preiswerte Taschenbücher erhältlich. (Anmerkung: bei Koordinierung Ihrer Bestellungen können Sie Geld sparen). Alle weiteren Texte erhalten Sie in einem Kurs-Reader oder über L@UW.

Kurssprache ist deutsch. Erwartet werden:
- Interesse am Lesen, genaue Lektüre und Vorbereitung der Seminardiskussion, mündliche Beteiligung.
- eine Seminararbeit von ca. 15 Seiten, die Sie in mehreren Stadien (Projektentwurf, bibliografischer Bericht, Rohversion, Projektvorstellung, Endversion) und in Absprache/Beratung mit mir anfertigen.
- Referat: Vorstellung eines Textes mit Anregungen zur Diskussion.

Bei Interesse empfehle ich zur Einführung als Lektüre:


Matias Martinez, Michael Scheffel, Einführung in die Erzählanalyse. C.H. Beck, neueste Auflage (derzeit die beste grundlegende Einführung in die Erzählanalyse überhaupt).

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948: Comparative World Literature. 3 cr.
Mani T 3:30-6:00
Graduate Status
No German required
Language of instruction: English
Please contact bvmani@wisc.edu with any questions.
Recent theories of world literature have confronted the question of Euro-American cultural centers and non-Western cultural peripheries, colonial dominance and uneven playing fields of world literary circulation. Scholarship in the field emphasizes and scrutinizes the political and institutional aspects of world literature, challenging an understanding of world literature based on “Great Works and Authors”. These studies offer helpful insights in conceptualizing world literature through processes of circulation, distribution, and reception of texts in translation, through a world system of center-peripheral relations, and through institutional histories and pedagogical practices. Some of the most heated debates in the field have revolved around the purpose and scope of specific academic disciplines, such as the design and purpose of specific “national” and “comparative” literature departments.

The purpose of the seminar is to explore world literature in a historical and contemporary context to identify possibilities of global literary comparison. How is world literature constructed? What kind of material, cultural and economic factors create conditions for access to world literature? Does the study of world literature augment or limit literary comparison? What is the significance of translations in granting access to world literature? Do translations necessarily homogenize, or do they provide possibilities of exploring literary particularities of a heterogeneous body of literature? How does the changing mediality of literary access—from oral to print to digital—influence modes of literary comparison? These are some of the questions central to the seminar. To this end we shall engage with statements on world literature by authors and thinkers such as Johann Wolfgang von Goethe, Karl Marx and Friedrich Engels, Leo Tolstoy, Hermann Hesse, Rabindranath Tagore, Mahadevi Varma, Orhan Pamuk, Susan Sonntag, and scholars such as Erich Auerbach, David Damrosch, Djelal Kadir, Gayatri Chakravorty Spivak, Franco Moretti, Haun Saussy, César Dominguez, Caroline Levine, among others. The course will be taught in English.

**Course Requirements:** Attendance and Participation: 20%
Book review (Recent publication in world literary studies OR a literary work (2008-2013; 2.5-3.0 pages, double-spaced): 10%
Abstract for a conference paper (500 words): 5%
One presentation (15 minutes): 15%
Mid-term paper (8 pages, double-spaced; conference format): 25% [To be presented at the mid-term conference organized for the course]
Final Paper (expanded version of the mid-term paper; 15-20 pages, double-spaced): 25%

**Texts:** available through learn@uw and global.wisc.edu/worldlit