311: First Semester Dutch for Graduate Students, 3 cr.
313: Third Semester Dutch for Graduate Students, 3 cr.
391: German for Graduate Reading Knowledge, 3 cr.
401: First Semester German for Graduate Students, 3 cr.
402: Second Semester German for Graduate Students, 3 cr.
403: Third Semester German for Graduate Students, 3 cr.
404: Fourth Semester German for Graduate Students, 3 cr.
510: German-Jewish Culture Since 18c, 3 cr.
560: (meets with Philosophy 464) Truth, Beauty, Revolution: German Philosophy and Literature 1790-1815, 3 cr.
650: History of the German Language, 3 cr.
625 (meets with GER 325 / Lit Tran 326): “Occupation, Holocaust, Memory” in Dutch Literature, 3-4 cr.
645 (meets with 245/645): Topics in Dutch Life and Culture: Dutch Tolerance and Multiculturalism, 4 cr.
655: (meets with Com Arts 655) German Film, 3 cr.
709: German Literature of the 20th and 21st Centuries, 3 cr.
720: College Teaching of German, 1 cr.
722: Theory of Teaching German, 2 cr.
755, Lec. 1: Readings in Middle High German (1270-1400), 3 cr.
758: Historical Linguistics, 3 cr.
947: Seminar in German Literature and Culture: German-Language Lyric in Theory and Practice, 1750-2014, 3 cr.

**311: First Semester Dutch for Graduate Students, 3 cr.**

**Section information:** please refer to MyCourseGuide

Prerequisites: none.

Please contact jvtaylor@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](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 jvptaylor@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:**

**391: German for Graduate Reading Knowledge, 3 cr.**
Calomino TR 11:00-12:15
No previous knowledge of German required
Open to graduate students and advanced undergraduates
Taught in English
Contact for questions: calomino@wisc.edu or SCalomino@aol.com

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.

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](http://students.wisc.edu/saja/misconduct/UWS14.html - points)

**Required:**
*Cassell’s German-English / English-German Dictionary.* Cassell & Co./ MacMillan. (or other equivalent dictionary)

**401: First Semester German for Graduate Students, 3 cr.**
Section information: please refer to MyCourseGuide
Prerequisites: None.
Please contact jmschuel@wisc.edu with any questions.
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. German 101 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. Class participation is encouraged and an attendance policy is in place. This course cannot be audited.

Required texts:
Lović, Guy, and Chavez. Vorsprung, 3rd edition (Cengage) and bundled e-book license (access to iLrn). Check the course Learn@UW site for information on options for purchasing the required materials.

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

402: Second Semester German for Graduate Students, 3 cr.
Section information: please refer to MyCourseGuide
Prerequisites: German 101 or appropriate score on the placement exam.
Please contact jmschuel@wisc.edu with any questions.

Continuation of German 101. Students learn to narrate using past time markers, to express wishes and conditional ideas, to expand on their ability to describe, and to understand and produce extended texts on everyday topics. German 102 covers material presented in the textbook VORSPRUNG from Kapitel 7 to Kapitel 12. 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. Class participation is encouraged and an attendance policy is in place. This course cannot be audited.

Required texts:
Lovik, Guy, and Chavez. *Vorsprung, 3rd edition* (Cengage) and bundled e-book license (access to iLrn). Check the course Learn@UW site for information on options for purchasing the required materials.

**Recommended texts:**

**403: Third Semester German for Graduate Students, 3 cr.**

**Section information: please refer to MyCourseGuide**
Prerequisites: German 102 or appropriate score on the placement exam.
Open to First-Year Students.
Please contact jmschuel@wisc.edu with any questions.

German 203, like German 204, 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 203 is not identical to that dealt with in 101). 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.

**Required texts:**
Augustyn and Euba, *Stationen, 3rd edition* (Cengage) and bundled e-book license (access to iLrn). Check the course Learn@UW site for information on options for purchasing the required materials.

**Recommended texts:**

**404: Fourth Semester German for Graduate Students, 3 cr.**

**Section information: please refer to MyCourseGuide**
Prerequisites: German 203 or appropriate score on placement exam.
Open to First-Year Students.
Please contact jmschuel@wisc.edu with any questions.

German 204, like German 203, 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 204 is not identical to that dealt with in 102). 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.

**Required texts:**
Augustyn and Euba, *Stationen, 3rd edition* (Cengage) and bundled e-book license (access to iLrn). Check the course Learn@UW site for information on options for purchasing the required materials.

**Recommended texts:**

**510: German-Jewish Culture Since 18c, 3 cr.**
Potter, T, 3:30-6:00 PM
Prerequisites: Junior standing. Counts toward the Humanities breadth requirement and as a cognate course for German majors.
Language of instruction: English.
Please contact pmpotter@wisc.edu with any questions.

Beginning with a brief overview of Jewish emancipation and the antisemitic reactions against it in the arts and literature, this course will survey the cultural contributions of Jews in Germany in literature, film, theater, music, and art; changes in Jewish practices and social structures amid the pressures to assimilate; and the institutionalized antisemitic cultural campaigns leading up to the Holocaust. Following an examination of cultural products of the Jewish Culture League, ghettos, and concentration camps, attention will then focus on postwar attempts among Jews and non-Jews in Germany to reconcile with the past, commemorate the victims, and construct a dialogue through cultural
Eldridge/Messina, MW 2:30-3:45
Prerequisites: Junior or senior standing, or consent of instructor
Language of instruction: English, texts available in German for interested students
Please contact heldridge@wisc.edu with any questions.
Description:
The end of the 18th century in Europe was a time of political and philosophical upheaval: philosophers had to contend with the political chaos of the French Revolution; politicians drew on literature and philosophy to struggle with questions of the best form of government, the education of citizens, and the role of religion in the state; poets studied philosophy, and philosophers considered rebellion. The texts we will read in this seminar come from this turbulent era and blend philosophy and literature as never before or since. We will read authors from both the philosophical and literary traditions who struggle with questions of how to live as an individual and as a citizen, how to define or create beauty in a chaotic world, and what human subjects can hope to attain. Readings will include selections by Kant, Fichte, Hölderlin, Novalis, Goethe, Hegel and others.

Students will read, write short response papers, and write a longer seminar paper at the end of the class.

All texts will be made available via Learn@UW.

625 (meets with GER 325 / 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: 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:

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

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

645 (meets with 245): Topics in Dutch Life and Culture: Dutch Tolerance and Multiculturalism, 4cr.
Taylor, MWF, 1:20-2:10; DISC T 1:20-2:10 (or TBA)
Prerequisites: graduate standing and German 214 or 314 or equivalent; course number can be repeated for credit, provided topics are different.
Language of instruction: English (MWF) and Dutch (T)
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.

**650: History of the German Language, 3 cr.**
Salmons, MWF, 12:05
Prerequisites: Senior standing or consent of instructor
Language of instruction: English
Contact jsalmons@wisc.edu with any questions and 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: homework and exercises, midterm, final (take-home), short writing assignments, participation.


Course website: We will use Learn@UW for some purposes, but most materials are available freely at www.histofgerman.net.

**655 (meets with Com Arts 655): German Film, 3 cr.**
Marc Silberman, TR 1:00 – 2:15 pm; T 6:30 – 9:00 pm (screenings)
Prerequisites: for German credit one 300-level course or above; or cons inst. For Com Arts credit, Com Arts 350
Open to advanced undergraduates and graduates
Language of instruction: English
Please contact mdsilber@wisc.edu with any questions.
The course presents a synoptic view of the German cinema from the beginnings in 1895 up through contemporary films. One feature-length film will be screened each week (on Tuesday evenings, between 90 and 150 minutes) as the basis for introducing major trends in the German cinema: the pre-WWI “cinema of attractions,” Expressionist style of the 1920s, the social film of the late Weimar period, propaganda and entertainment cinema of the Third Reich, postwar cinema in East and West Germany, New German Cinema of the 1960s and 1970s, etc. Our work will concentrate 1) on the cultural background that distinguishes the historical development of the German cinema from other European national cinemas and 2) on the analysis of aesthetic strategies in individual films. We will be concerned with ways in which the movie industry and specific films responded to cultural changes in Germany during the past 100 years.

Requirements: The course format will consist of a weekly lecture/discussion on Tuesdays to consider the assigned readings and present background on a period, issue, genre, and/or particular film. The screening pertinent to the lecture will always begin on Tuesday at 6:30 PM with a short introduction. Most screenings will last until 8:00 or 8:30 pm (toward the end of the semester, the films become longer!). The film screened as well as relevant readings will be the main focus of the Thursday class session. Students will be assigned to prepare background information, theses and/or questions on the week’s screened film to help initiate and guide the Thursday class discussion. Written work includes three short papers on topics defined by the instructor (750-1000 words). The final paper will be the original presentation and analysis of an entire film chosen by the student in consultation with the instructor (not a film screened in class). The term paper will be no more than 4000 words. There will be no midterm or final examination, unless the instructor deems one necessary.

Grading: Final grades will be based on written work (approximate scale: short papers 10% each for a total of 30%, final paper 40%) and oral participation (discussion 20% and class presentation 10%).

Required texts:
Sabine Hake, German National Cinema, 2nd ed. (Routledge 2008) ISBN 0415420970

Recommended text for students who have not completed Com Arts 350:
David Bordwell and Kristin Thompson, Film Art: An Introduction (McGraw-Hill, any edition)

Additional readings will be available at course website, Learn@UW

709: German Literature of the 20th and 21st Centuries, 3 cr.
Marc Silberman, M, 3:30 – 6:00 pm
Prerequisites: Grad st
Language of instruction: German
Please contact mdsilber@wisc.edu with any questions.


Benotung:
30% Teilnahme (Anwesenheit, Diskussionsbeiträge)
15% Diskussionsleitung (zweimal Thesen-/Fragenpapier verteilen)
15% Vorbereitung des Seminarprojekts (Gliederung, Einführung, mündliche Vorstellung)
40% Seminararbeit

Required texts:
Georg Kaiser, Von morgens bis mitternachts (Reclam, 3150089379)
Franz Kafka, Der Prozeß (Reclam, 3150096766)
Anna Seghers, Aufstand der Fischer von Santa Barbara (Aufbau, 3746651506)
Irmgard Keun, Das kunstseidene Mädchen (Klett, 3123511413)
Walter Benjamin, Das Kunstwerk im Zeitalter seiner technischen Reproduzierbarkeit (Suhrkamp, 3518100289)
Bertolt Brecht, Das Leben des Galilei (Suhrkamp Basisbibliothek, 3518188011)
Elfriede Jelinek, Die Klavierspielerin (Rowohlt, 3499158124)
Weitere Kurztexte und begleitende Artikel werden als .pdf-Dateien zum Download auf der Kurswebseite bereitgestellt.

Course website: Learn@UW

720: College Teaching of German, 1 cr.
722: Theory of Teaching German, 2 cr.
Schueller, MWF, 11:00-11:50
Prerequisite: Graduate student in the Department of German
Language of instruction: English
Please contact jmschuel@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, German 720 and German 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. German 720/722 is only offered in fall semesters of alternate years. Graduates who will 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; online 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.

755, Lec. 1: Readings in Middle High German (1270-1400), 3 cr.
Calomino, TR 9:30-10:45
Knowledge of an older German dialect helpful
Open to graduate students and qualifying seniors.
Taught in English with optional work in modern German.
Contact for questions: calomino@wisc.edu or SCalomino@aol.com

This course is devoted to reading and discussion of major literary works from the later thirteenth through the fourteenth centuries with some consideration of the following generations. The developments in post-Classical narrative, both heroic and courtly, and later poets of the *Minnesang* tradition, in addition to prose and *Gebrauchsliteratur*, will be considered. Individual texts will also be drawn from the genres of *mären*, *bispel*, and secular as well as religious drama. Authors and texts to be treated will include Konrad von Würzburg, *Kudrun*, Ulrich von Liechtenstein’s *Frauendienst*, ‘Dietrichepik,’ the *Prosa-Lancelot* and other late Grail romances, and continuations and completions of the ‘Tristan’ story. Class time will be spent on discussion, interpretation, and stylistic analysis of passages from each work. Students will complete a semester paper or annotated bibliography.

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](http://students.wisc.edu/saja/misconduct/UWS14.html#points)

Required:
*Kudrun*
*Ortnit. Wolfdietrich.* (further available Dietrichepik)
Ulrich von Liechtenstein, *Frauendienst*
*Des Minnesangs Frühling*
(Additional texts provided by instructor)

755, Lec. 2: Old High German, 3 cr.
Howell, TR 11-12:15
Graduates and advanced undergraduates
**Prerequisites:** Ger 650 or 651
**Language of Instruction:** English (but textbooks are in German)
**Contact:** rbhowell@wisc.edu

**Description:**
The Old High German period spans over two centuries (ca. 765-ca. 1020) and yields our earliest written texts in German. This course introduces students to the history of the phonology, morphology, syntax and lexicon of Old High German and devotes considerable time to the reading of a variety of the salient Old High German texts. Students will also learn to identify texts by dialect area and age. As the semester unfolds students will also learn about research controversies and research opportunities in Old High German studies. High-resolution images of Old High German manuscripts available online will allow us to work with original manuscripts. There will be two required midterms and a final examination. In addition students will receive a large number of exercises aimed at achieving mastery of the course material. Texts read will include: Early glosses and interlinear translations; Isidor; Tatian; Otfrid’s Evangeliensbuch; Muspilli; Hildebrandslied; Ludwigslied; Legal texts; Notker Labeo

Required Textbooks:

758: Historical Linguistics, 3 cr.
Salmons, MWF, 1:20
Prerequisites: Senior standing or consent of instructor
Language of instruction: English
Contact jsalmons@wisc.edu with any questions and see http://joseph-salmons.net.

This course will introduce sound change, morphological change, syntactic change, as well as language classification (comparative linguistics). We will examine these issues both in the context of theories specifically about language change and synchronic theories of language structure.

Prerequisites: An introduction to linguistics or to the history of a language or permission of instructor.

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

Plus additional shorts readings, worksheets, exercises.

947: Seminar in German Literature and Culture:
German-Language Lyric in Theory and Practice, 1750-2014, 3 cr.
Eldridge W 4:00-6:30
Prerequisites: none
Open to Graduate students

Language of instruction: Discussion in English or German, texts in German
Please contact heldridge@wisc.edu with any questions.

This course presents a broad overview of German-language lyric, using an author-oriented approach to avoid (some of) the absurdities of literary periodization. It will attend both to the “theory” of the lyric—poetologies written by poets themselves or by critics or philosophers, discussions of the lyric in defining literature, or the role of poetry in literary theory—and to its “practice”—that is, to the social, cultural, and historical embeddedness of the lyric genre. The course will introduce the advantages and drawbacks of several scholarly approaches or ‘methods’ apropos the lyric while at the same time asking students to consider the role of poetry in the teaching and research lives of contemporary literature departments.

Students will write short discussion papers, create an undergraduate lesson plan for one or more texts in the course, and write a final research paper on a topic or author for which they will also assemble and submit a bibliography and abstract paragraph.

Required texts:

- All other texts will be made available via Learn@UW.