Graduate Course Descriptions
Spring 2015

312: Second Semester Dutch for Graduate Students, 3 cr.
314: Fourth Semester Dutch for Graduate Students, 3 cr.
392: German for Graduate Reading Knowledge II
625 (meets with 325): Topics in Dutch Literature: De familie, geheimen
644: Theorie und Praxis des deutschen Theaters
651: Introduction to Middle High German
727: Collaborative Teaching and Learning
742: The Global Book: World Literature in the World Market
758: Dialectology
768: North Sea Germanic
947: Bertolt Brecht and Beyond
960: Pennsylvania German Language and Culture
970: Germanic Immigrant Languages in Wisconsin

312: Second Semester Dutch for Graduate Students, 3 cr.
Section information: please refer to MyCourseGuide
Prerequisites: Dutch 311 or cons inst. Open to Fr
Please contact jvtaylor@wisc.edu with any questions.
(This course is also offered for undergraduate students as German 112.)

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 or areas of interest.

Required texts:
If purchasing second-hand book please contact jvtaylor@wisc.edu for advice.

314: Fourth Semester Dutch for Graduate Students, 3 cr.
Section information: please refer to MyCourseGuide
Prerequisites: Dutch 213 or 313 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.
(This course is also offered for undergraduate students as German 214.)
Required texts:
*Code Plus Cursistenpakket deel 3 A2-B1, Meulenhoff; ISBN 9789006815177,* Which most students will already have from previous semester.

392: German for Graduate Reading Knowledge II, 3 cr.
Calomino, TR 11:00-12:15
Prerequisites: German 391 or consent of instructor. Some previous acquaintance with German grammar or reading.
Open to graduate students and advanced undergraduates.
Language of instruction: English
Please contact SCalomino@aol.com and calomino@wisc.edu with any questions.

This course provides further practice in reading and translating German expository prose in a variety of fields. At the start of the semester a review of both grammatical and syntactical topics vital to progress in reading will be combined with a discussion of selected chapters in R.A. Korb, *Jannach’s German for Reading Knowledge*. During the balance of the semester specific reading will be made available through both photocopy and internet sources. The goal for all participants will be enhanced practice and confidence in reading German at various levels of both scholarly and journalistic prose, in addition to developing a focus in reading for their specific research areas.

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

625 (meets with 325)/ LitTrans 326: Topics in Dutch Literature: De familie, geheimen, 3-4 cr.
Taylor, MW 1-2:15; DISC T 1:20-2:15 (or TBA)
Prerequisites: German 314 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 a 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.

644: Theorie und Praxis des deutschen Theaters, 3 cr.
Groß, M 5:30 – 8 p.m.
Prerequisites: A 300-level German lit crse with B or better, or cons inst; ausgezeichnete Sprachkenntnisse sind erforderlich. Zielgruppe: fortgeschrittene Undergraduate- sowie Graduate-StudentInnen.
Language of instruction: German
Please contact Sabine Gross (sgross@wisc.edu) with any questions.

Dieser Kurs wird alle zwei Jahre im Frühjahr angeboten: er verbindet Theorie und Praxis des Theaters. Er bietet wesentlich mehr als "normale" 3-credit-Kurse, aber verlangt auch viel mehr von den TeilnehmerInnen.


II. Wesentliches Element des Kurses ist unsere eigene Aufführung von Bekehrung vom Temperanzwahn – 162 Jahre nach der ersten Aufführung in Milwaukee – unter der Regie von Gastregisseur Manfred Roth aus Deutschland. In der Woche vor den Frühjahrsferien beginnt eine intensive Probenphase mit bis zu drei mehrstündigen Proben pro Woche (meist Di, Mi, Do – der tatsächliche Zeitaufwand hängt davon ab, welche Rolle/Aufgabe Sie übernehmen). An diesem praktischen Teil des Kurses kann man nicht nur als SchauspielerIn, sondern auch beispielsweise als BühnenmanagerIn, BeleuchterIn, RegieassistentIn, TechnikerIn, RequisiteurIn oder ProgrammgestalterIn teilnehmen. Drei Aufführungen in Madison finden statt vom 4. bis 6. Mai.

Es ist möglich, an der Aufführung teilzunehmen (auch für Independent Studies credit), ohne den Kurs zu belegen - sprechen Sie mit Sabine Groß (sgross@wisc.edu).

Required Texts
Sie brauchen die folgenden zwei Bücher:
Weitere Texte werden per course reader oder Webseite zur Verfügung gestellt.

651 (meets with Medieval Studies 651): Intro to Middle High German, 3 cr.
Calomino, TR 9:30-10:45 a.m.
Prerequisites: Advanced reading knowledge of German
Language of instruction: English, with some translation (optional) into German
Please contact SCalomino@aol.com and calomino@wisc.edu with any questions.

This course will introduce students to Middle High German grammar and vocabulary with the goals of fluency and accuracy in reading medieval texts. Lectures and discussions will cover topics in phonology, morphology, syntax, and lexicon. During the course of the semester students will read Das Nibelungenlied and a representative selection from various genres of Middle High German literature. Class time will be devoted to translation and to discussion of grammatical/lexical topics. Participants will write mid-semester and final examinations.
Prerequisite: Reading knowledge of German. Open to graduate and advanced undergraduate students.

Required Texts
Paul, Mittelhochdeutsche Grammatik
Lexer, Mittelhochdeutsches Taschenwörterbuch (hardcover ed. if possible)
Weddige, Mittelhochdeutsch. Eine Einführung.
Bartsch/De Boor, ed. Das Nibelungenlied.

Recommended
Weinhold/Ehrismann/Moser, Kleine mittelhochdeutsche Grammatik.
Hennig, Kleines Mittelhochdeutsches Wörterbuch (last ed. available)
Saran/Nagel, Das Übersetzen aus dem Mittelhochdeutschen.

727: Collaborative Teaching and Learning, 3 cr.
Schueller, TR, 9:30-10:45 a.m.
Prerequisites: Graduate standing in a relevant field (e.g., a foreign language; SLA; C&I);
Open to: Graduate students in German, other languages, or SLA. 727 is a topics course and can be repeated for credit. Knowledge of German is not required for enrollment in the course, neither is a concurrent appointment as a teaching assistant.
Language of instruction: English. Readings and class discussion will be in English.
Please contact jmschuel@wisc.edu with any questions.

In this course, we will explore multiple aspects of collaborative teaching and learning. More than simply group work, collaborative learning is based on the view that knowledge is a social construct. Studies show that student-focused learning environments result in increased engagement and development of higher-level skills, deeper content learning, higher rates of achievement and retention, and greater motivation and positive attitudes than in traditional classrooms. Various technologies available today can contribute to collaborative learning and a sense of community outside of the classroom. In our course, we will look not only at student-student and student-teacher collaboration, but also at how
instructors can benefit from teacher-teacher collaboration. We will read and discuss articles from a number of academic journals. Keeping in line with collaborative approaches, a number of discussion topics and related readings addressed in the course will be generated through brainstorming and class consensus. On a regular basis, students will model collaborative learning techniques (CoLTs) while leading in-class discussions of the articles. Guest speakers will share their research and best practices. Projects and assessments, which are intended to merge theory with practice, include collaborative lesson planning and teaching and engaging in collaborative inquiry.

**Required texts:** There will be no class texts for purchase. Journal articles and other materials will be available for download via the Learn@UW course website. All course materials will be posted on the course’s Learn@UW site.

**742: Topics in German Cultural Studies: The Global Book: World Literature in the World Market, 3 cr.**
Mani, T 3:30-6:00
Prerequisites: Grad standing
Language of instruction: English
Please contact bvmani@wisc.edu with any questions.

**Course Description:** This is a seminar on the global commerce of literature in translation. By focusing on the novel—at once celebrated and criticized for its portability and representativeness—the seminar seeks to investigate the dual nature of the book as intellectual and material artifact. Through an engagement with key texts from world literary studies, print cultural studies, and translation studies, the seminar aims to foster a deeper understanding of world literature in the larger public sphere.

How is world literature constructed? What kind of material, cultural and economic factors create conditions for access to world literature? When and how did the novel become the most important genre of world literary circulation? How do we measure the impact of literary prize committees, translation organizations, and book festivals in according primacy to the novel in the global traffic of literature? How do we account for the massive difference in the number of translated works from languages such as English, German, and French into other world languages and vice-versa? Is the so-called “digital revolution” leveling the global literary playing field, or is it further augmenting its unevenness?

The purpose of the seminar is to explore world literature in a historical and contemporary context in tandem with the literary market. We will begin with key texts on world literature from the 19th century (such as J.W. Goethe, Karl Marx and Friedrich Engels, Georg Brandes), and move to contemporary theorists in world literary studies (such as David Damrosch, Djalal Kadir, Franco Moretti), translation studies (such as Emily Apter, Lawrence Venuti, Rebecca Walkowitz), and print cultural studies (such as Roger Chartier, Robert Darnton, Priya Joshi, Lynne Tatlock). We will specially focus on the period between 1901—the year of the first Nobel Prize in literature—and our current period, which is marked by large-scale migration, economic globalization, and technological innovation. In addition to theoretical texts, we will discuss digital libraries and book festivals, facebook pages of
authors, and contemporary press and youtube videos on literary bestsellers. The course will be taught in English.

This seminar is offered as part of the project, “Bibliomigrancy and World Literature,” a Mellon Sawyer Seminar in Comparative Cultural Studies (2014-16).

**Course Requirements:** Attendance and Participation: 20% [including the monthly events of the Mellon Sawyer Seminar]
Book review (Recent publication in world literary studies OR a literary work (2009-2014; 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%
Final Paper (expanded version of the mid-term paper; 15-20 pages, double-spaced): 25%

**Required texts:**
Essays and excerpts made available through learn@uw and global.wisc.edu/worldlit
Novels (available as library reserves and for purchase at the University Bookstore or any other vendor):

**758 Dialectology, 3 cr.**
**Louden, MWF 11:00–11:50**
Prerequisites: graduate or senior standing; repeatable when topics vary
Open to graduate students and senior undergraduates with consent of instructor
Language of instruction: German
Please contact mllouden@wisc.edu with any questions

This course will provide students with a foundation in the basic empirical facts of regional variation, historical and modern, across the German-language area of Central Europe, and introduce them to important theoretical and methodological questions addressed in contemporary German dialectological research. The first two weeks of the semester will be devoted to an exploration of the development of the field of dialectology within the history of linguistics. This introductory portion of the course will be followed by three four-week units focused on the major German dialect regions: Low German, Central German (West and East), and Upper German (Alemannic and Bavarian-Austrian). The final week of the course will be devoted to tying together what we have learned. In addition to learning about the major structural features of German dialects (phonological, morphological, and
syntactic), we will consider a number of theoretical and methodological questions discussed in the main text for this course, *Sprachdynamik: Eine Einführung in die moderne Regionalsprachenforschung*.

The required work for this course will include occasional written homework assignments, two take-home examinations, and a final research paper on a topic of the student’s choice, which could be sociolinguistic, even though the external situation of German dialects will not be our primary focus in this course. There will be no final examination.

It is hoped that through this course students will:

- deepen their empirical knowledge of spoken German generally, including German dialects, regiolects, and the colloquial standard language;
- become familiar with theoretical and methodological questions addressed in contemporary research on spoken varieties of German, including German dialects;
- connect what they learn with the content of other courses, especially those dealing with German linguistics.

**Required Texts:**


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**768 Comparative and Historical Grammar of the Old Germanic Languages: North Sea Germanic, 3 cr.**

**Howell, TR 1-2:15**

Prerequisites: Grad st

Language of instruction: English

Please contact rbhowell@wisc.edu with any questions.

This course provides a comparative overview of the early North Sea Germanic (= Ingvaeonic) dialects of West Germanic with special emphasis on Old English and Old Frisian, but with constant reference to Old Saxon (and Old High German). We will begin with a comparative introduction to the phonology of the North Sea Germanic languages and proceed to discuss morphology, syntax and lexical aspects of Old English and Old Frisian. We will read and translate excerpts of significant texts made accessible by the excellent readers of Bremmer and Marsden. Aside from daily assignments and exercises, students will complete three examinations (on comparative phonology, Old English, Old Frisian) and will be expected to develop a short (5-7 page) research prospectus on a problem selected in consultation with the instructor.

**Required Texts:**


947: Seminar in German Literature and Culture: Bertolt Brecht and Beyond, 3 cr.
Silberman, W 3:30 - 6:00 p.m.
Prerequisite: Grad. st.
Language of instruction: English (readings in English, in German for those with reading knowledge)
Please contact mdsilber@wisc.edu with any questions.

Bertolt Brecht (1898‐1956) is one of the most influential writers of the twentieth century. Playwright, poet, short-story author, novelist, essayist, scriptwriter, theorist, theater practitioner – his writings fill thirty thick volumes in the standard German edition of his “Works.” This seminar is aimed at students with an interest in German literature as well as those with a more general interest in the issues of politics and culture central to Brecht’s writing. The first two thirds of the semester will provide an opportunity to focus attention on the many controversial aspects of the thinker and writer; the last three sessions will inquire about his impact internationally on postwar theater (in Germany: Heiner Müller; in the American theater: Tony Kushner; and among feminists: British dramatist Caryl Churchill).

Introductory lectures will sketch out some of the major issues in past, present, and future Brecht criticism and research (e.g., the poet vs. politics and ideology; the biography vs. the texts; the collaborative approach to authorship; intertextuality, influences, and tradition; the Cold-War reception in East and West) as well as survey some models for organizing his enormous oeuvre (e.g., genre, phases, themes, ideas). A selection of texts will be treated to establish the context and some paradigmatic reading strategies (an early play, a musical, a learning play or “Lehrstück,” a “classical” play, the film “Kuhle Wampe,” several poems and songs from cycles, a few short stories, key theoretical essays). This will in turn suggest models for the seminar participants’ projects. These will combine a close reading of one of Brecht’s texts (or collections) with a well-defined theoretical framework and an appreciation of the pertinent secondary literature in the form of a short mid-term paper that will be extended in conversation with the instructor for the final seminar paper. In addition, students will be responsible for leading a seminar session discussion (preparing theses / questions about the assigned text) and preparing one “protocol” of a discussion session.

Non‐speakers of German are welcome to participate; the language of instruction will be English and English versions of all readings will be made available; those with a reading knowledge of German are expected to read Brecht’s texts in the original (both German and English versions will be ordered at the bookstore or downloaded from the course website). If seminar participants are interested, we can devote some critical attention to problems of translating Brecht (into English) based on texts we will be treating during the semester. Short texts will be available for download from the course website.

**Required Texts:**
The following texts are required for German readers:
Bertolt Brecht, *Frühe Stücke* (Suhrkamp) 3518367013 [Baal]
Bertolt Brecht, *Mann ist Mann* (Suhrkamp) 3518102591
Bertolt Brecht, *Aufstieg und Fall der Stadt Mahagonny* (Suhrkamp) 3518100211
Pennsylvania Dutch (Pennsylvania German) is an American language that developed from the immigration of German-speakers to colonial Pennsylvania during the eighteenth century. It is spoken today by over 300,000 people across the United States and in Ontario. In this course we will explore historical and modern aspects of the language and folklife of the Pennsylvania Dutch on the basis of textual, visual, and audio primary and secondary materials. By the end of the semester it is hoped that students will:

• increase their knowledge about the history and culture of speakers of Pennsylvania Dutch;
• thereby reinforce their familiarity with general American and Central European history and culture;
• develop a basic receptive knowledge of the Pennsylvania Dutch language;
• apply what they learn about Pennsylvania Dutch language and culture both in the course and beyond.

This course will meet with an advanced-level undergraduate course, GER 352. Homework assignments will differ for 960 and 352 students, but will be based on the same primary and secondary texts. Language exercises will be the same for both groups. The four in-class quizzes, which are designed to check students’ basic knowledge of the assigned
material, will also be the same, but the two take-home examinations will differ and for 960 students go into greater depth. Monday and Wednesday class meetings will be lecture-discussions with in-class activities related to the content of assigned readings. Fridays will be “Deitsche Daage” (Dutch Days), when we explore the fundamentals of the grammar of Pennsylvania Dutch. We will cover highlights of the entire grammar in the first seven weeks of the semester. On Dutch Fridays I will use mainly Pennsylvania Dutch, though students may speak in German. Graduate students will work in pairs (with other graduate students) over the course of the semester on an analysis of a sample of Pennsylvania Dutch prose or poetry or an excerpt from an audio recording. The expectations for the joint analysis assignment will differ for students enrolled in 960 than for those in 352.

The final grade will be determined as follows:

- 2 take-home examinations @ 20% each ⇒ 40%
- 4 in-class quizzes @ 10% each ⇒ 40%
- 1 joint analysis project ⇒ 10%
- preparation/participation ⇒ 10%

100%

970: Advanced Seminar in German Linguistics: Germanic Immigrant Languages in Wisconsin, 3 cr.
Salmons, MWF 12:05-12:55
Prerequisite: Grad. st.; open to undergrads with instructor’s permission
Language of instruction: English
Please contact jsalmons@wisc.edu with any questions.

Description. Immigrant languages have been brought to Wisconsin and transmitted over multiple generations, acquired and used in complex situations of dialect and language contact. We will examine the linguistic consequences of those migrations for ‘heritage speakers’ past and present. Beyond linguistics, we will draw on recent work by sociologists, geographers and historians. The goal is to develop individual or group projects that advance our understanding of these speakers, languages and contact settings — structurally, historically and socially. Alongside documentation and historical analysis, we can draw on experimental methods, acoustic analysis and so on.

Required Texts:
Readings including these will be available on Learn@UW and/or through the library:

