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, 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.
625: Topics in Dutch Literature: Het gezin: geheimen, 3-4 cr.
651 (meets with Medieval Studies 651): Intro to Middle High German, 3 cr.
727: The Language Classroom as a Social Space, 3 cr.
758: German Syntax, 3 cr.
804: Germany’s Migrants: Texts and Contexts, 3 cr.
960: German as a Global Language, 3 cr.

312: Second Semester Dutch for Graduate Students, 3 cr.
Section information: please refer to MyCourseGuide
Prerequisites: Dutch 311 or consent of instructor.
Open to first-year students.
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 or areas of interest.

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

Recommended texts:
Less expensive:

### 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.

**Required texts:**
*Code Plus* Cursistenpakket deel 3 A2-B1, Meulenhoff; ISBN 9789006815177,
Which most students will already have from previous semester.

**Recommended texts:**
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:  

### 392: German for Graduate Reading Knowledge II, 3 cr.
**Calomino, TR 11:00-12:15**
Prerequisites: Some previous acquaintance with German grammar or reading
Open to graduate students and advanced undergraduates
Taught in English
Please contact SCalomino@aol.com or 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.

### 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:**
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:**

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:**

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**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:**

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

**625: Topics in Dutch Literature: Het gezin: geheimen, 3-4 cr.**
Professor Jolanda Vanderwal Taylor, MWF 11:00-11:50, DISC T 3:30-4:20 (or TBA)
Prerequisite: German 214 or 314 or equivalent (Students who don’t have these prerequisites should enroll in LITTRANS 326. Undergraduates should in most cases sign up for German 325.)
Language of instruction: English and Dutch. The discussion hour on Tuesday will be entirely in Dutch; students will read texts and write assignments in Dutch.
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 for others – 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.

**651 (meets with Medieval Studies 651): Intro to Middle High German, 3 cr.**

**Calomino, TR 9:30-10:45**

Prerequisites: Advanced reading knowledge of German

Taught in English with some translation (optional) into German

Please contact SCalomino@aol.com or 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 Texts:**

Weinhold/Ehrismann/Moser, Kleine mittelhochdeutsche Grammatik.

Hennig, Kleines Mittelhochdeutsches Wörterbuch (last ed. available)

Saran/Nagel, Das Übersetzen aus dem Mittelhochdeutschen.
727: The Language Classroom as a Social Space, 3 cr.
Chavez, TR 9:30-10:45
Prerequisite: Graduate student status
Language of instruction: English
Please contact mmchavez@wisc.edu with any questions.

Often constructed as (or mistaken for) primarily/solely a site of learning and cognitive activity, the classroom – like any other space inhabited by humans – possesses distinct though not always explicit social dimensions. Apart from more traditionally researched aspects such as anxiety, self-efficacy, Willingness to Communicate, and, more recently, theories of ideal and feared selves, students also construct themselves and each other along personal characteristics, such as language proficiency, genetic or experiential proximity to the target language community, demographic variables (ethnicity, gender, age, etc.), and personality. Moreover, it is not just the students who compose classroom society. The teacher, too, contributes not just as a facilitator but also as a social subject - and object.

We will explore research that investigates the intersection between learning and social activities, such as at the examples of participation in whole-class and peer activities; feedback; and approaches to language learning. What is more, we will also attempt to understand better the ‘underbelly’ of the classroom, that is, how beliefs and attitudes about actual or potential members of the classroom as well as the target language communities mediate decisions to learn (or not to learn) a foreign language and to engage (or disengage) within the classroom.

Objectives include for course participants to become familiar with existing pertinent research and its methods and, just as importantly, to identify gaps and, ultimately, to address the need for additional and methodologically innovative research. Readings will be in English and address a variety of target languages.

All course participants are expected to complete regular course readings and engage in critical discussions and to complete several small field assignments, such as interviews and class observations. Further, students need to conduct a research project whose scope, scale, topic, focus (theory and/or practice), and division of labor (individual, group) are negotiable to suit each student’s needs & objectives but the project’s method needs to contain innovative aspects. Depending on a student’s objectives, IRB approval may need to be obtained (with my assistance). Each student needs to write a conference abstract that describes the research project and could be submitted for review with minor revisions. Specific time periods during the semester will be set aside to allow for the design and execution of the research project.

Required texts: All materials will be posted for download on learn@UW.

758: German Syntax, 3 cr.
Louden, MWF 11:00-11:50
Prerequisites: graduate standing
Language of instruction: German
Please contact mllouden@wisc.edu with any questions.

In this course we will explore the basic structures of German syntax against the backdrop of primarily generative theory. We will begin by addressing some big-picture questions about what syntax is, how it differs from prescriptive grammar, and how it mediates between form and
meaning. Then we move on to the mechanics of “doing syntax” by learning about diagnostics for constituency and the basic template for phrase structure set down in X-bar theory. In weeks 4–7, we examine the details of nominal syntax: structures involving nouns, articles, adjectives, prepositions, but also adverbs. This will bring us to the midpoint of the course, when you will write your first of two take-home exams; there will be no final. The second half of the course will focus mainly on verbal syntax and clause structure. The course grade will be based on preparation for and participation in class discussions, eight homework assignments, and two take-home examinations.

**Required texts:**
2. Texts made available on Learn@UW.

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**804: Germany’s Migrants: Texts and Contexts, 3 cr.**

**B. Venkat Mani, T 3:30-6:00**

Prerequisites: Graduate standing

Open to Graduate Students from Languages and Literatures, History, Political Science, Sociology, Anthropology and other disciplines

Language of instruction: English.

Please contact bvmani[at]wisc.edu with any questions.

**Course Description and Objectives:**

In the aftermath of the violent political crisis in Syria, hundreds of thousands of Syrian citizens arrived in Germany; by December 2015, the number of Syrian refugees in Germany is supposed to reach 800,000. The summer and early Fall of 2015 brought countless images and stories of a “foreigner-friendly” Germany. International media was replete with pictures of Germans standing at train stations with placards saying “Foreigners Welcome” in German, English, and Arabic. Chancellor Angela Merkel—who in Fall 2010 declared that the idea of a “Multikulti” German society “had utterly failed”—transformed her political stance with an open door policy on immigrants. A closer look at recent events reveals the differences of opinion that are slowly emerging in German national, and European regional politics. The cost of absorbing Germany’s newest migrants has become a major issue for protests and public debates. Nationalist groups are once again expressing concerns about the “rapid decline” of an (ethnic-)German culture. Conservatives frequently reference the fact that already by 2014, the number of German residents born outside of Germany had reached a record high of 16.4 Million, a drastic change since 1974, when the number of foreign-born residents of Germany reached 400,000 because of the guestworkers from Spain, Italy, Greece, Turkey and the former Yugoslavia.

With the current political and cultural debates serving as our point of departure, this seminar will explores the complex history of Germany’s migrants within the larger migratory contexts of Europe, especially after the Second World War. The aim of the seminar is threefold: first, we will investigate how the transformation of labor migrants to cultural and (since 2000) political citizens of Germany has been one marked with accomplishments and positive developments, but also fraught with anxiety, tensions, and discrimination. Second, we will evaluate state-sponsored German models of multiculturalism (Multikulti), integration, and assimilation in the larger
framework of the cultural politics of the European Union. Third, and most importantly, we will examine the artistic, cultural, historical, linguistic, political, and religious “contexts” of migrants’ lives through a variety of “texts”: film, media (print and electronic), literary works, and academic scholarship.

The seminar includes works by literary authors such as Abbas Khider, Nicol Ljubic, Emine Sevgi Özdamar, Aras Ören, and Yoko Tawada; films by directors such as Kutlug Ataman, Rainer Werner Fassbinder, Xavier Koller; essays by controversial public figures such as the politician Thilo Sarrazin, sociologist Necla Kelek, the feminist lawyer Seyran Ates, among others.

One of the central tasks of the seminar is to fortify an interdisciplinary examination of concepts such as home, belonging, borderlands, citizenship, cosmopolitanism, diaspora, hospitality, and migration through theoretical frameworks developed in scholarship on multiculturalism, bi- and multilingualism, queer and gender studies, postcolonial studies, and transnational studies. Our discussions will therefore draw on works by literary and cultural scholars such as Leslie Adelson and Azade Seyhan; film scholars such as Daniela Berghahn and Randall Halle; socio-political linguists such as Hagen Peukert and Carol Pfaff; cultural anthropologists such as Arjun Appadurai and Ruth Mandel; historians such Rita Chin and Panikos Panayi; and political theorists such as Seyla Benhabib and Jürgen Habermas, among others.

Course Requirements:

- Attendance and Participation: 20%
- Book review of a recently published (2011-2015) literary work, textbook, scholarly monograph or anthology (2.5-3.0 pages, Times New Roman, double-spaced): 10%
- Abstract for a conference paper (500 words): 5%
- One presentation (15 minutes): 15%
- Mid-term paper (8 pages, Times New Roman, double-spaced; conference format): 25%
- Final Paper (expanded version of the mid-term paper; 15-20 pages, double-spaced): 25%

**Required texts:** (available in German and English at College Library Reserves; for purchase at the University Bookstore or any online vendor of your choice. You may choose to access texts in English or German):


———. *Please, No Police*. Translated by Teoman Sipahigil. Austin, Tex.: Center for Middle Eastern Studies, University of Texas at Austin, 1992.


Course website: [https://learnuw.wisc.edu/](https://learnuw.wisc.edu/)


**Evaluation:** Textvorbereitung und Seminar-Diskussion; Verfassen einer wissenschaftlichen Hausarbeit in mehreren Stadien: bibliographische Vorbereitung und Gliederung/abstract; Rohversion; Endversion.

**Required texts:** (additional texts will be made available through a class reader or Learn@UW):
- Heinrich von Kleist, *Der zerbrochene Krug* (any German edition – Reclam will do fine)
- E.T.A. Hoffmann: *Das Fräulein von Scuderi* (any German edition – Reclam or other)
- Annette von Droste-Hülshoff: *Die Judenbuche* (any German edition – Reclam or other)
- Friedrich Glauser: *Matto regiert* (any German-language edition – Diogenes or Arche Verlag)
- Friedrich Dürrenmatt, *Der Richter und sein Henker* (any German-language edition)
- Bernhard Schlink/Walter Popp: *Selbs Justiz*. Diogenes Verlag.
- Jakob Arjouni: *Mehr Bier*. Diogenes Verlag
Although German-speaking countries played only a minor role in colonialism worldwide, immigrants have for centuries brought varieties of German to diverse parts of the world. In this course we will explore the situation of German in countries in which forms of the language are actively used today: in North and South America; Eastern Europe and the countries of the former Soviet Union; and in Africa. We will examine both sociolinguistic and structural (language-internal) aspects of the German-related varieties in order to identify similarities and differences. Finally, we will compare these extraterritorial varieties of German to the situations of German-speaking minorities in Italy, Belgium, and Denmark. Class discussions will be conducted in German and draw primarily on assigned German-language readings and videos. The course grade will be based on preparation before and active participation during class meetings, regular quizzes, two major examinations, a final oral presentation (Referat), and a final paper. There will be no final exam.

Required texts: All materials will be accessible on Learn@UW.