Graduate Course Descriptions
Spring 2013

List of Courses: (see full descriptions below)

312: Second Semester Dutch, 3 cr.
314: Fourth Semester Dutch, 3 cr.
392: German for Graduate Reading Knowledge II, 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.
625: Topics in Dutch Literature: Bezetting, Holocaust, Herinnering, 3 cr.
645: Topics in Dutch Life & Culture: The Low Countries: Low Lands or High Water? 3 cr.
651: Introduction to Middle High German, 3 cr.
727: Crosscultural Understanding and Authentic Materials, 3 cr.
755, Lec 1: German Phonetics and Phonology, 3 cr.
758, Lec 2: Language Development of Trilinguals in Berlin, 3 cr.
947: Seminar – Geschichte in neuesten Familienromanen von Frauen. 3 cr.
960 (meets with 352): Pennsylvania German Language and Culture, 3 cr.

312: Second Semester Dutch for Graduate Students, 3 cr.
Verify availability of sections using online course guide!
Lec 1, MTWR 8:50 (may open if enrollment warrants)
Lec 2, MTWR 11:00, Howell
Prerequisites: Dutch 111 or 311 or consent of instructor

Description: 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 – historically related to both German and English – and since Dutch culture and literature have always had close ties to both German and English-speaking cultures, Dutch is a logical choice as an additional language for American students of German language, literature and culture.

Note that 112 does NOT meet on Fridays, and cannot be audited.

Required Textbooks:
CODE Plus takenboek deel 1 0-A1. ISBN 9789006814354 with site license
Publisher: Thieme Meulenhoff.

If you did not take German 111 or 311 this fall, and thus need to purchase a site license, attend first class session for instructions on how to do so.

Recommended:
Dutch/English, English/Dutch dictionary of the student’s choice. Students often ask about dictionaries. You need to make sure that you select one that indicates genders of Dutch nouns. These two do:
best: Handwoordenboek Engels-Nederlands / Nederlands-Engels. (Hardback)
Publisher: Het Spectrum
(single-volume paperback)
ISBN10: 041530041X
ISBN13: 9780415300414

314: Fourth Semester Dutch for Graduate Students, 3 cr.
Lec 1, MTWR, 12:05
Prerequisites: Dutch 213 or 313 or consent of instructor

Description: See description for Second Semester Dutch for Graduate Students.
Required Textbooks:
If you did not take German 113 or 313 this fall, and thus need to purchase a site license, attend first class session for instructions on how to do so.
Recommended:
Dutch/English, English/Dutch dictionary of the student’s choice. (See description for 312).

392: German for Reading Knowledge II
Calomino, TR 9:30-10:45
Prerequisites: Some previous acquaintance with German grammar or reading
Open to graduate students and advanced undergraduates
Language of instruction: English
Contacts: SCalomino@aol.com or calomino@wisc.edu

Description: 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 grammatical 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 readings 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 Textbooks:
Jannach, Hubert and Richard A. Korb, *German for Reading Knowledge*. Heinle. Most recent edition
*Cassell’s German-English / English-German Dictionary*. Cassell & Co./ MacMillan. (or other equivalent dictionary, unabridged)

401: First Semester German for Graduate Students, 3 cr.
Verify availability of sections using online course guide!
Lec 1, MTWRF 9:55
Lec 2, MTWRF 11:00
Lec 3, MTWRF 12:05 (may open if enrollment warrants)
Lec 4, MTWRF 1:20
Lec 5, MWR 3:30-4:50
Prerequisites: Presumes no knowledge of the German language.
**Description:** 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 101 covers material presented in the textbook *Vorsprung* from Kapitel 1 to Kapitel 6. Students read and discuss authentic texts (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 the German of *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 and 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 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:**

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402: Second Semester German for Graduate Students, 3 cr.
Verify availability of sections using online course guide!

**Lec 1 MTWRF 8:50**
**Lec 2 MTWRF 9:55**
**Lec 3 MTWRF 11:00**
**Lec 4 MTWRF 12:05**
**Lec 5 MTWRF 2:25** (may open if enrollment warrants)
**Lec 6 MWR 3:30 – 4:50**

**Prerequisites:** 401 or the equivalent

**Description:** Continuation of German 401. 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 authentic texts (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 the German city of *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 and 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 and Recommended Textbooks: See German 401

403: Third Semester German for Graduate Students, 3 cr.
Verify availability of sections using online course guide!
Lec 1, MTWR 9:55
Lec 2, MTWR 1:20 (may open if enrollment warrants)
Lec 3, MW 3:30-5:10
Prerequisites: 402 or the equivalent.

Description: German 403, like German 404, reviews German grammar and (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. German 403 visits Stationen 1-6. 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:

404: Fourth Semester German for Graduate Students, 3 cr.
Verify availability of sections using online course guide!
Lec 1, MTWR 8:50 (may open if enrollment warrants)
Lec 2, MTWR 9:55 (may open if enrollment warrants)
Lec 3, MTWR 11:00
Lec 4, MTWR 1:20
Lec 5, MW 3:30-5:10
Prerequisites: 403 or the equivalent

Description: German 404, like German 403, reviews German grammar and (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. German 404 visits Stationen 7-12. 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

Required Textbooks: (Same as German 403)

625 (meets with 325 and LitTran 326): Topics in Dutch Literature: Bezetting, Holocaust, Herinnering, 3-4 cr.
Taylor, MW 2:30-3:45, DISC 301 T 2:25
Prerequisites: 4th semester Dutch language course (GER 314) or equivalent, or consent instructor.
Languages of instruction: Discussion in English (3 hours a week), in Dutch (1 hour a week); reading and writing in Dutch.
Please contact jvtaylor@wisc.edu with any questions.

Description: Participants in this course will consider a variety of texts selected from the Dutch-language literary tradition that engage with the Nazi occupation of the Low Countries during WWII, the Holocaust (from the perspective of the Low Countries) and the memory thereof 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 and/or online, and in writing. 625 is a Topics course and can be repeated for credit.

Learning outcomes:
This course 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.

Groß, M 5:30 – 8 pm
Zielgruppe: Graduate-StudentInnen sowie fortgeschrittene Undergraduate-StudentInnen. 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).
Kurssprache: Deutsch
Kontakt: Fragen richten Sie bitte an Professor Sabine Gross (sgross@wisc.edu)

Description: 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 des Woyzeck unter der Regie von Gastregisseur Manfred Roth aus Deutschland. Unmittelbar nach den Frühjahrsferien beginnt eine intensive Probenphase mit ca. drei mehrstündigen Proben pro Woche (maximal Mo, Mi und 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, TechnikerIn, RequisiteurIn oder ProgrammgestalterIn teilnehmen.


Texte: Sie brauchen die folgenden zwei Reclam-Bände:


645 (meets w. 245, 445): Topics in Dutch Life and Culture: The Low Countries: Low Lands or High Water? 3-4 cr.
Taylor, MW 4:00-5:15; Discussion T 4:00-4:50 (or TBA)
Prerequisites: 4th semester Dutch (German 314 or equivalent) or consent instructor.
Languages of instruction: Discussion in English (3 hours a week), in Dutch (1 hour a week); reading and writing in Dutch.
Contact: Please contact jvtaylor@wisc.edu with any questions.

Description: The Low Countries are famous for their close relationship with the water: windmills, dikes, and Hans Brinker's silver skates are among the most persistent popular symbols of this "edge" of Europe-- at least since "Hollandmania." This course will provide a thorough introduction to the Low Countries, their history and their contemporary culture, by focusing on their love/hate relationship to the water. The water means danger, and thus dikes (and—famously—the need to cooperate), but also trade, opportunity, beauty, and a resolute openness to the world. We will discuss what terps and polders are -- but also the recent idea of the "polder model," and which aspects of Dutch culture it has come to honor and criticize. We will look at the meaning of water in Dutch history and geography; at its effects on economic, military, and political life; at its treatment in art and literature; its times of greatest damage (floods, including 1953) and
Dutch responses (polders, windmills, the Delta plan, environmentalism). We will discuss the Hanseatic cities of the Netherlands, 17th Century art, water as defense strategy, the V.O.C. (Dutch East-India Company), land reclamation, the Eleven-Cities skating race, (photos of) contemporary landscapes, and Dutch views of what all these mean. Students who sign up for German 445 will participate in German 245, but will read and write assignments in Dutch rather than English (in consultation with the professor), and will meet once weekly for a 4th hour, which will be conducted in Dutch. (4th credit available). 645 is a Topics course and can be repeated for credit.

**Learning outcomes:** This course encourages students to expand their knowledge of human cultures and the physical and natural world. 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;
- Intercultural knowledge and competence;
- And ethical reasoning and action. AND an opportunity to improve one’s Dutch language skills.

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**651: Introduction to Middle High German, 3 cr.**
*Calomino, TR 11:00 – 12:15*

**Prerequisites:** Advanced knowledge of German.

**Languages of instruction:** English with some translation (optional) into German

**Contact:** SCalomino@aol.com or calomino@wisc.edu

**Description:** This course will introduce students to Middle High German grammar and vocabulary with the goal 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.

**Required Texts**
Weinhold/Ehrismann/Moser, *Kleine mittelhochdeutsche Grammatik.*
Lexer, *Mittelhochdeutsches Taschenwörterbuch.*
Bartsch/De Boor, ed. *Das Nibelungenlied.*

**Recommended**
Hennig, *Kleines Mittelhochdeutsches Wörterbuch.*
Saran/Nagel, *Das Übersetzen aus dem Mittelhochdeutschen.*

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**727: Crosscultural Understanding and Authentic Materials, 3 cr.**
*Schueller, TR 9:30-10:45*

Open to graduate students in German, other languages, SLA, or C&I.

**Prerequisites:** 727 is a topics course and can be repeated for credit. Knowledge of German is not a prerequisite for enrollment, nor is a concurrent appointment as a teaching assistant.

**Language of Instruction:** Readings and class discussion will be in English.

**Contact:** For further information contact imschuel@wisc.edu

**Description:** In this course, we will address what is meant by cross-cultural understanding and consider how students gain cultural understanding through authentic
materials. Many new and experienced foreign language instructors have questions about the role of culture in teaching and learning a FL, for example, what the profession’s current stance is on cross-cultural understanding, how cultural knowledge is connected to language, how to best provide students with relevant or appropriate information from the target culture(s), how to incorporate cultural information into an already packed syllabus, how to assess cultural knowledge, how artifacts convey cultural information, and what products, practices, and perspectives reveal about culture.

We will explore these issues from multiple perspectives, namely that of the profession, the instructor, and the student. We will read and discuss journal articles related to cultural understanding and the role of authentic materials in FL teaching and learning. On a regular basis, students will lead in-class discussions of articles and share authentic resources that facilitate cultural understanding. Projects include: creating a unit/module for classroom instruction; reporting on two TA observations (one from a culture-light day and a second from a culture-heavy day); designing a syllabus for a third-year (intermediate) course focusing on cross-cultural understanding; and conducting a qualitative or quantitative (or combination) group project investigating FL students’ perspectives on topics associated with cultural knowledge, cultural artifacts/materials, the role of culture in and outside of the FL classroom, or culture as it relates to other aspects of FL learning, for example. In order to collect data for this research project, students will need to submit a protocol as a group to the UW-Madison Institutional Review Board (IRB), part of the Human Research Protection Program. Students are encouraged to complete the IRB training prior to the beginning of the semester (see http://www.grad.wisc.edu/research/hrpp/index.html).

**Required readings:** There will be no class texts for purchase. Articles from journals 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.

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**755 Old High German, 3 cr.**

**Howell, MWF 1:20**

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 Evangelienbuch; Muspilli; Hildebrandslied; Ludwigslied; Legal texts; Notker Labeo

**Required Textbooks:**


758, Lec 1: German Phonetics and Phonology, 3 cr.
Salmons, MWF 12:05
Prerequisites: Graduate status, no background is assumed. (Advanced undergraduates allowed with consent of instructor.)
Language of Instruction: English.
Contact: For further information contact Joe Salmons, jsalmons@wisc.edu

Description. We’ll explore the sounds of German along the speech chain — from a speaker planning speech in the brain to producing sounds in the mouth, the sound waves that travel through the air, what happens in the listener’s ear and then their brain. We’ll cover classic problems in German phonology (including historical context, how they developed) and do some basic instrumental phonetic analysis, drawing throughout on current theoretical perspectives. This course aims to be hands-on, and we’ll work with original data and available but previously unexplored data.
Required Reading: A wide variety of articles and chapters, available in .pdf on the course website.

758, Lec 2: Language Development of Trilinguals in Berlin, 3 cr.
Salmons, Howell, Pfaff, M 2:30-4:30
Prerequisites: Graduate status, no background is assumed. (Advanced undergraduates allowed with consent of instructor.)
Language of Instruction: English.
Contact: For further information contact jsalmons@wisc.edu or rbhowell@wisc.edu

Description. This team-taught course will focus on hands-on analysis of materials collected in Berlin by Carol Pfaff over the last decades. We’ll work to understand these materials from several different perspectives: (1) the linguistic structures produced by bilingual or multilingual Berliners, including 2nd and 3rd generation descendants of immigrants to Germany in the last 50 years, particularly from Turkey but also from Southern and Eastern European and North African countries. The focus will be on the interplay of universals and cross-linguistic transfer in first, second and third/foreign language development, (2) the social contexts (families, schools, neighborhoods) of these speakers and (3) the educational and political implications of multilingualism in Germany. The course will be built around projects conducted by small groups of faculty and students working together.
Texts: A wide variety of articles and chapters, available in .pdf on the course website and the bulk of the work will be with recordings from bilingual or multilingual speakers from Berlin.

947: Seminar – Geschichte in neusten Familienromanen von Frauen. 3 cr.
Klocke, T 3:30-6:00
Prerequisites: Graduate status
Language of instruction: German
Contact: Please contact sklocke@wisc.edu with any questions.

Description: Das Thema „Familienroman“ beherrscht seit einigen Jahren den deutschsprachigen Literaturbetrieb. Die Feuilletons wie die Wissenschaft betonen seine Bedeutung für die Gegenwartsliteratur und insbesondere für die Aufarbeitung der deutschen Geschichte des 20. Jahrhunderts. Dabei erhalten Generationenkonstrukte,


**Evaluation:** Vorbereitung und Teilnahme an den Diskussionen im Seminar sowie die Abfassung einer wissenschaftlichen Hausarbeit.

**Required texts:**
- Franck, Julia. Rücken an Rücken (2011)

Students can use any edition available.

960 (meets with 352): Pennsylvania German Language and Culture, 3 cr.

**Louden, MWF 9:55-10:45**

**Prerequisites:** graduate status; open to all graduate students

**Language of instruction:** German

**Contact:** mllouden@wisc.edu

**Description:** 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 about 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 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.

Texts: The bulk of the required work in this course will consist of readings from the secondary literature on Pennsylvania Dutch language and culture. These readings are almost all in English and will be assigned for Mondays and Wednesdays. Students are expected to come to class having read the assigned material for a given day on the syllabus. Lectures and discussions, conducted in German, will build on but not repeat the content of these readings. Students’ recall of the content of these readings will be assessed in four in-class, multiple choice quizzes spread out over the semester. The readings will be accessible over the Learn@UW Web site for the course.

Each Friday's class meeting will be “Deitscher Freidaag” (Dutch Friday) when we will focus on the language itself. We will cover all major aspects of PD grammar in the first seven weeks of the semester, then move on to analyze texts and audio samples. The instructor will use mainly Pennsylvania Dutch on Fridays.

There will be two take-home, open-book essay examinations, a midterm and a second examination, that will cover mainly the content of the secondary readings. There is no final examination for this course. Finally, students will work with a partner to transcribe and analyze a short, original audio recording of a native speaker of Pennsylvania Dutch.

The final grade will be determined as follows:
2 take-home examinations @ 20% each
4 in-class, multiple-choice quizzes @ 10%
1 joint language analysis project @ 20%