List of Spring 2013 Undergraduate Courses (full descriptions follow below):

101: First Semester German, 4 cr.
102: Second Semester German, 4 cr.
112: Second Semester Dutch, 4 cr.
203: Third Semester German, 4 cr.
204: Fourth Semester German, 4 cr.
214: Fourth Semester Dutch, 4 cr.
LitTrans 236: Telling Stories Case by Case. 3 cr.
LitTrans 276: Introduction to World Literatures
245: Topics in Dutch Life and Culture: The Low Countries: Low Lands or High Water?, 3 cr.
249: Intermediate German - Speaking and Listening. 3 cr.
258: Intermediate German – Reading, 3 cr.
262: Intermediate German – Writing, 3 cr.
271: The German-American Immigration Experience, 3 cr.
272: Nazi Culture, 3 cr.
LitTrans 326: Dutch Literature in Translation: Occupation, Holocaust, Memory, 3 cr.
337, Lec 1: Advanced Composition and Conversation, 3 cr.
352 (meets with 960): Pennsylavnia German Language and Culture, 3 cr.
362: Musik in der deutschen Literatur, 3 cr.
372, Lec 1: Deutschsprachige Lieder, 3 cr.
372, Lec 4: Natur und Umwelt in der deutschsprachigen Kultur und Literatur 3 cr.
392: German for Reading Knowledge II
445: Topics in Dutch Life and Culture: The Low Countries: Low Lands or High Water?, 3-4 cr.
651: Introduction to Middle High German, 3 cr.
676: Seminar in German Culture: Migration, Literatur, Kultur, 3 cr.
683: Senior Honors Seminar in German Culture: Migration, Literatur, Kultur, 3 cr.

Undergraduate Course Descriptions

101: First Semester German, 4 cr.
[Graduate students may register for the same course under German 401 for 3 credits.]
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

Presumes no knowledge of the German language. In the course students learn basic vocabulary around topics such as classroom objects, daily routines, descriptions of people and objects, simple narration in present time, etc. Currently German 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 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/152

Required textbooks:
license. For detailed information on how best to purchase these materials go to the above
link and then click on “texts” under Courses/German 101 on the left side of the Web page.

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

102: Second Semester German, 4 cr.
[Graduate students may register for the same course under German 402 for 3 credits.]
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: German 101 or appropriate placement score

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 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 101

112: Second Semester Dutch, 4 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 consent of instructor
(Also offered as 312 for graduate students for 3 credits.)

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 O-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

203: Third Semester German, 4 cr.
[Graduate students may register for the same course under German 403 for 3 credits.]
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: German 102 or appropriate score on placement exam.

German 203, like German 204, 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 203 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:**

204: Fourth Semester German, 4 cr.
[Graduate students may register for the same course under German 401 for 3 credits.]
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:** German 203 or appropriate score on placement exam.

German 204, like German 203, 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 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. German 204 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 203)

214: Fourth Semester Dutch, 4 cr.
Lec 1, MTWR, 11:00

**Prerequisites:** Dutch 213 or consent of instructor.
(Also offered as 314 for graduate students for 3 credits.)
See description for Second Semester Dutch.
Note that 214 does NOT meet on Fridays, and cannot be audited.

**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 112).

**LITTRANS 236 Telling Stories Case by Case**
Eldridge, TR 1:00-2:15

**Prerequisites:** Successful completion of or exemption from first communication course.
Courses designated as satisfying Part A of the requirement may not be used to satisfy Part B of the requirement.
Open to First-year students
LitTrans 236 is a Topics course and can be repeated for credit.

**Language of instruction:** English

**Contact:** Please contact heldridge@wisc.edu with any questions.

**Course description:** This course looks at a unique kind of story-telling used in the disciplines of law, medicine, psychology, film, and literature: the case study. In paying special attention to the way writers, scientists, lawyers, psychologists, and filmmakers use a special kind of story as evidence, we will: look at early case studies published in pedagogical journals and magazines in the eighteenth century, analyze the role of the case in the birth of psychoanalysis (including Freud’s famous case studies “The Rat Man” and “Dora”), debate at the use of cases in establishing mental categories (for example in the discovery and history of Dissociative Identity Disorder), and consider criminal cases (e.g. Leopold and Loeb, serial killers in the Weimar Republic, the American case of Lizzie Borden, and the contemporary example of Troy Davis). All of these cases remind us of the influence that narratives of criminality, illness, and madness have had on the cultural imagination, and so we will look further at fictionalized cases, such as Nunally Johnson’s film *The Three Faces of Eve*, Friedrich Schiller’s adaptation of a legal case, “The Criminal of Lost Honour,” and Edgar Allen Poe’s short story “The Facts in the Case of M. Valdemar.” Since German authors and proto-psychologists may be considered the pioneers of presenting cases as cases to be studied, the course will emphasize such texts in the German cultural context, but we will also look at literary, film, juridical, medical, and legal examples from a wide cultural spectrum.

We will consider the ways cases present examples to guide and support their conclusions, discuss the use of evidence in criminal and medical cases, and consider how these forms are taken up and altered in fictional representations. Our considerations of various case studies will be supported by several theoretical studies of the case. As part of the Comm B course goals of teaching critical reading, logical thinking, the use of evidence, the use of appropriate style and disciplinary conventions in writing and speaking, and the productive use of core library resources, students will write their own case studies in several of these genres; they will also analyze the cases, stories, and films in academic essays.

**Required texts:** All texts will be made available via Learn@UW.

**LITTRANS 276: Introduction to World Literature**
Mani, TR 9:30-10:45
Open to freshmen.
Counts toward Humanities requirement/Liberal Arts & Science credit in L&S Intermediate.
Can be applied to German major as a cognate course.
Language of Instruction: English. No German required.
Contact: Please contact bvmani@wisc.edu with any questions.

What is World Literature? What is the relationship between “national” and “World” literatures? What role do translations play in the conceptualization of World Literature? How do migration, economic globalization, and digital media enhance our understanding of World Literature? These are just a few questions central to the course, “Introduction to World Literatures.” The purpose of the course is to develop an understanding of World Literatures—in the plural—within the dynamics of global literary production, circulation, and reception. Through readings and discussions of a wide range of texts, the course aims to promote comparative evaluations of literature on a global scale. The course starts with ideas of World Literature articulated in the German-speaking World [J.W. von Goethe (1827); Karl Marx and Friedrich Engels (1848; Hermann Hesse (1929)] and moves to readings and discussions of literary works from around the world.

The texts included in the course span from the First Millennium B.C.E to the first decade of the 21st century. However, the course is designed as a thematic engagement with texts, and not a chronological, ‘evolutionary’ survey of World Literature. Readings include works originally composed in English, and English translations of works from the following languages: Arabic, Bengali, Danish, French, German, Italian, Japanese, Norwegian, and Urdu, among others.

Course Requirements: The final grade will be based on the following factors:
Attendance and Class Participation [includes a weekly Reading Blog: 400 words; two “tweets” on twitter.com] (25%)
Four short exams (25%)
In-Class Mid-Term (25%)
Final (25%)

Required readings: available at University Bookstore and as Course Reserves in College Library. Select Texts will be made available through learn@uw.

245 (meets w. 445/645): Topics in Dutch Life and Culture: The Low Countries: Low Lands or High Water?, 3 cr.
Taylor, MW 4:00-5:15
Prerequisites: none, open to first-year students.
This course, a Topics course that can be repeated for credit, counts toward the Humanities breadth requirement and for German majors as a cognate course.
Language of instruction: English.
Contact: For further information contact jvtaylor@wisc.edu

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.

**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.

**Course Description and Goals**

Drawing mainly on contemporary audio and video materials from German-speaking countries, including podcasts, video clips from German-language television, and two contemporary films (“Das Wunder von Bern” and “Die fetten Jahre sind vorbei”), this course is intended to deepen students’ appreciation of German as a spoken language by making them more aware of how native speakers adapt their German to fit the contexts in which they use it. The main objectives of the course are:

- to improve students’ comprehension and production of spoken German via exposure to the language in use in audio and video formats;
- to promote students’ awareness of how spoken German varies according to speech situation and region, mainly in terms of sound structures (pronunciation) and vocabulary;
- to enhance students’ understanding of contemporary German-speaking cultures in Europe and beyond and the central role that language plays in shaping these cultures.

**Required Work and Grading**

On Fridays students will receive a *Wochenplan* outlining required work for the coming week that will include in-class activities and homework assignments. A main component of these Wochenpläne will be tasks to promote development of effective pre- and post-listening/viewing strategies for the various audio and video clips we will work with. Since an important aspect of the course is making students not only more aware of how native speakers pronounce German, but also the ways in which their pronunciation may differ from native norms, they will be recording themselves for most homework assignments using the free software Audacity. We will also work quite a bit with phonetic transcriptions of German to understand better how spoken German corresponds to or deviates from the written language. Finally, in order to expand their vocabulary and heighten their awareness of variation in spoken German, students will be required to create a “personal dictionary” over the course of the semester. Most weeks they will be asked to write down at least 10 new words and phrases they learn and note information about pronunciation and usage. Students will be asked to submit their personal dictionary.
installments to their instructor on Fridays. In-class work will be centered on activities spelled out in the *Wochenpläne* and sometimes supplemented by audio-visual materials, but it is expected that students will access these materials (on multiple occasions) mostly outside of class. All audio-visual materials will be accessible electronically over the 249 Learn@UW Web site, Learning Support Services, or online. In terms of cultural content, we will be working with sources that address topics such as the impact of the World War II and post-war eras, East/West differences and reunification, domestic unrest and terrorism, language use in Austria and Switzerland, and youth speech and popular culture. The final grade for the course will be determined as follows:

10 homework exercises @ 5% \(\Rightarrow\) 50%
4 quizzes @ 10% \(\Rightarrow\) 40%
preparation before and participation during class and personal dictionary work \(\Rightarrow\) 10%

100%

**Required Text**
There is one required text, which should be brought to each class meeting, namely a good portable German-English/English-German dictionary.

**258: Intermediate German—Reading, 3 cr.**
*Verify availability of sections using online course guide!*

Lec 1, TR 9:30-10:45, TBA
Lec 2, TR 11:00-12:15, Schueller
Lec 3, TR 1:00-2:15, Schueller

Prerequisites: German 204 or 273 or appropriate score on placement exam or consent of instructor

**Course Description and Goals**
This course is designed to acquaint students with German literary and non-literary texts from 1871 to the present and to situate these texts against the backdrop of major historical and cultural developments in German-speaking countries. An important goal of this course is to provide explicit instruction on reading strategies to help students improve their comprehension of a variety of authentic texts and text types (genres). The main objectives of this course are to:

- enhance students’ awareness of reading styles/strategies and how to apply them while reading;
- improve use of reading strategies to help students become more autonomous readers;
- develop critical reading skills for reading and comprehending different text types;
- expose students to a range of German-language texts from 1871 to the present.

**Required Work and Grading**
Much of the required work for this course will involve tasks to promote the development of effective pre-, during-, and post-reading strategies for the diverse texts with which we will work. Graded and non-graded assignments consist of in-depth activities that guide students through the readings. Pre-reading tasks focus on expanding students’ general background and vocabulary knowledge pertaining to the topics and grammatical structures prevalent in the texts. During- and post-reading exercises encourage students to summarize as they read, ask and answer questions about their comprehension, test hypotheses, and create a visual representation (such as a word map, drawing, chart, or timeline) of the text.
Students are expected to prepare readings and accompanying exercises in advance of class and to participate fully in whole-class discussions, and small-group/partner work. Class discussions will be conducted in German.

The final grade for the course will be determined as follows:

- 40% Weekly graded assignments
- 40% 3 tests (no final exam)
- 20% Preparation (reading homework) and class participation
- 100%

**Required texts:** One contemporary novel and two plays, as well as a copy pack with selected shorter texts. Additional materials will be delivered over the course’s Learn@UW Web site. Copy pack readings represent a range of text types: short literary stories, primary historical texts (e.g., speeches, leaflets, and posters), memoirs and biographies, diary entries, poems, satirical texts, and non-fiction articles.

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**262: Intermediate German—Writing, 3 cr.**

Verify availability of sections using online course guide!

**Lec 1, TR 9:30-10:45, TBA**

**Lec 2, TR 11:00-12:15, TBA**

**Lec 3 TR 1:00-2:15 TBA** (may open if enrollment warrants)

Prerequisites: German 204 or 273 or appropriate score on placement exam or consent of instructor

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**Course Description and Goals**

This course focuses on developing students’ ability to analyze and produce a range of genres (text types) in contemporary written German. Examples of genres covered extend from poetry to short fiction and drama to various kinds of nonfiction (reports, synopses, etc.). Special attention will be paid to reviewing key points of grammar and expanding vocabulary. In this course it is hoped that students will:

- become more aware of the grammatical, lexical, and pragmatic features of various genres of German as a written language;
- learn how to use existing written texts (real German texts) as models for one’s own writing;
- explore how different genres of written language emulate or deviate from norms of spoken language or can be performed as oral language (e.g., recitals, storytelling, dramatic performances, comic strips, instruction manuals, narratives);
- share with others in the writing processes through collaborative writing, reader response, portfolio management, and performing/reading aloud another’s work;
- learn to appreciate the relevance of grammatical accuracy, lexical precision, proper discourse organization, and voice/expressiveness in communicating shared and individual experiences across language and cultural boundaries.

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**Required Work and Grading**

This course emphasizes the use of writing models and an appreciation of genre (text type). It strikes a balance between individual and collaborative writing and between teacher- and student-guided writing activities. Students will develop, set, and pursue individualized goals, for example, working toward accuracy in specific grammatical features or enhancing specific thematic vocabulary. The overarching goals will be (a) to gain an understanding of the conventions of different genres of German writing; (b) to improve stylistic abilities through expanded vocabulary and writing models (real German texts), from which we will learn about important features of written language, such as relative pronouns, zu-infinitives, passives, simple past and past perfect tenses, and subjunctives; and (c) to take linguistic risks. We are
not aiming for 100% grammatical accuracy but improved accuracy in basic features such as subject-verb agreement and case assignment together with experimenting with “more difficult” features, even if they do not always turn out perfectly. Students, in consultation with the instructor, will be encouraged to identify areas in which they need to improve and then focus on these in their writing. By the end of the semester, each student’s work should resemble a managed portfolio, with the last assignment asking students to reflect on their writing development, including how they benefited from peer and teacher responses and how their writing enjoyment and fluency changed. In-class work will consist of collaborative writing activities (including planning and feedback), discussions, and explication of text features (based on real German texts), vocabulary expansion with a particular focus on synonyms, and remedial/focus work (such as the examination of key grammatical features in real texts). There will be one period for out-of-class writing conferences for individual consultation, during which common class meetings will be suspended. There is no traditional final exam.

The final grade for the course will be determined as follows:

10 single-authored pieces, each representing a genre ⇒ 30%
1 collaborative Drehbuch (film script) ⇒ 10%
day-to-day written homework ⇒ 25%
4 vocabulary and text-editing quizzes @ 3% ⇒ 12%
2 read-alouds of student-authored texts (3%, 5%) ⇒ 8%
final project ⇒ 5%
preparation before and participation in class ⇒ 10%

100%

Required Text

271: The German Immigration Experience, 3 cr.
Kluge, TR 11:00-12:15
Open to first-year students.
This course counts toward the Humanities breadth requirement and for German majors as a cognate course.
Language of instruction: English. No German required.
Contact: Cora Lee Kluge clnollen@wisc.edu with any questions.

This course offers a survey of the immigration experience of Europeans from German-speaking lands from the Colonial period into the middle of the twentieth century and beyond. Who were the immigrants and why did they come to America? Why did so many choose to settle where they did? What kind of life and what problems and disappointments did they encounter? Historical, sociological, linguistic, and cultural aspects will be considered, in order to gain insight into the greatest movement of peoples in modern times and to view the development of the United States from a unique perspective.

Course requirements: lectures, readings, discussion, two midterms, one paper, and a final.
Readings: Course reader will be available for purchase at a local copy shop.

272: Nazi Culture, 3 cr.
Hermand and Silberman, Lecture TR 4:00 – 5:15
Open to first-year students
This course counts toward the Humanities breadth requirement. It also may be counted as a cognate course for the German major.
Many consider Nazi Germany to be the incarnation of evil in the modern world and its culture to be pure propaganda, produced in a tightly regulated political system with clear objectives and a rigid set of criteria for what was acceptable. Many of these perceptions first arose shortly after World War II, colored by a Cold War tendency to seek commonalities between Nazi Germany and the Soviet Union, as well as the hasty and highly controversial program of denazification conducted in Germany under Allied occupation. Only during the last 20 years or so have scholars taken a serious look at Nazi culture and revealed a much more complex set of factors at work in all areas of cultural life. This course aims to introduce students to the contradictory conditions that led to cultural shifts when the Nazis came to power and then to examine how new policies influenced cultural life. We will consider cultural phenomena both in the broad sense of the culture of daily life and the narrow sense of the arts. Our focus will be on youth education and consumer culture specifically in its appeal to women, churches and “camp life,” propaganda and entertainment films, music and theater, art and architecture, literature and design. The goals of this course will be to identify common misconceptions about culture in Nazi Germany, to gain a deeper understanding of the workings of cultural policy, and to assess whether political ideology was able to form something we can identify as a distinct “Nazi culture.”

The course format is based on formal lectures followed by more informal discussion of the weekly assigned readings, which are meant to help students gain a deeper understanding of the issues raised in the lecture. Final grades will be based on attendance at the lectures and participation in discussion of the assigned readings, a mid-term and final examination.

Students will have the opportunity of writing an extra credit paper on a topic chosen in consultation with the instructors.

All assigned readings will be made available in a reader for purchase at TBA.

**LitTran 326: Dutch Literature in Translation: Occupation, Holocaust, Memory, 3 cr.**

*Taylor, MW 2:30-3:45; DISC T 2:25-5:15*

No previous knowledge of Dutch literature or culture is required.

This course, a Topics course that can be repeated for credit, counts toward the Literature breadth requirement and for German majors as a cognate course.

**Language of instruction:** All in English.

**Contact:** For questions about eligibility and the prerequisite, please contact jvtaylor@wisc.edu.

**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 – face-to-face and/or online, and in writing.

**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.

Texte:
Thomas Mann, Der Tod in Venedig (Fischer)
Franz Kafka, Erzählungen (Fischer)
Bertolt Brecht, Der aufhaltsame Aufstieg des Arturo Ui (Suhrkamp)
Wolfgang Borchert, Draußen vor der Tür (Rowohlt)
Max Frisch, Andorra (Suhrkamp)
Günter Grass, Katz und Maus (dtv)
Bernhard Schlink, Der Vorleser (Diogenes)
[weitere Texte auf der Kurswebseite zum Herunterladen]

305 (meets with 625 and LitTran 326) Topics in Dutch Literature: Bezetting, Holocaust, Herinnering, 3-4 cr.
Taylor, MW 2:30-3:45, one-hour Dutch-language discussion required (T 2:25 or TBA)
Prerequisites: 4th semester Dutch language course (GER 214 or 314) or equivalent, or consent instructor.
This course, a Topics course that can be repeated for credit, counts toward the Literature breadth requirement and for German majors as a cognate course.
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: 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 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—face-to-face and/or online, and in writing.

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.

337: Advanced Composition and Conversation, 3 cr.
Lec 1 TR 11:00-12:15, Klocke
Prerequisites: At least two of the following courses: 221, 222, 225, 226, 249, 258, 262, 274, 284, or consent of instructor. May be repeated only once for credit.
Language of instruction: German
Contact: Please contact sklocke@wisc.edu with any questions.


Evaluation: Regelmäßige Teilnahme und Mitarbeit; schriftliche Tests, Hausaufgaben und Aufsätze; ein Referat.

Required texts:
2. A good German-English Dictionary.

352 (meets with 960): Pennsylvania German Language and Culture, 3 cr.
Louden, MWF 9:55
Prerequisites: German 351 or consent of instructor
Open to all undergraduates
Language of instruction: German
Contact: mllouden@wisc.edu

Description and Goals:
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
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” ([Pennsylvania] 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%

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362: Musik in der deutschen Literatur  
Eldridge, TR 9:30-10:45  
Open to first-year students

**Prerequisites:** German 249, 258, & 262 or German 249 & 274/284 or consent of instructor

**Language of instruction:** German

**Contact:** Please contact heldridge@wisc.edu with any questions.

**Description:** Music and text have stood in contest with each other since antiquity: Is music the language of the heart and the emotions, free from the limiting nature of words? Or is it dangerously seductive and inarticulate? Or perhaps just sloppy or sentimental? In the German context, this relation has been peculiarly close throughout the modern period. As a way in to this relationship and its implications, this class will analyze the presence of music in literature across several historical eras. How do writers *use* music or musical ideas to express their passions, problems, and ideas? Are they inspired by it? Does it shape their texts? Might, for example, a poem be more easily structured according to counterpoint than a novel? Does music make more sense as a plot element in a short story than in a poem? And what happens if we follow the idea that language cannot express feelings to its logical conclusion? Do we lose the idea that words can be expressive at all? We will reflect on the advantages and disadvantages of such interdisciplinary projects so that students can extend these considerations into their own work and across other media. Students are not required to have a music theory background or be able to read a score; this class will develop vocabulary for discussing musical works. You should be ready to do lots of listening, and you will also be asked to search for music that you think represents imaginary music in the texts.
We will read texts in all genres from the 18th to the 20th century by authors including Kafka, Thomas Mann, Brecht, Hoffmann, Kleist, and Celan; our musical references include Beethoven, Mozart, Hindemith, Shostakovich, Bach, Paganini, and Wagner. Students will have the opportunity to work out their ideas about the relationship between language and music and its impact on German culture in several (longer and shorter essays) and will be able to try out their adaptation skills in a creative project (one of: composing the imaginary music in a story, creating a “third translation” of a musical or literary text into a visual medium, or writing your own work inspired by a piece of music). Class participation is an essential part of your grade: you should be in class prepared and ready to challenge the way you think of language, music, and what it means to SAY something!

**Required texts:** All texts and recordings will be made available online or via Learn@UW

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### 372, Lec 1: Deutschsprachige Lieder, 3 cr.

**James, MWF 11:00**

**Prerequisites:** German 249, 258, and 262; or 249 and 274 or 284; or consent of instructor

**Language of instruction:** German

**Contact:** Please contact cijames@wisc.edu with any questions

In this seminar we will look at and listen to popular songs in the German-speaking world, thus the term “deutschsprachig,” meant to reflect not only Germany, but Austria and the German-speaking part of Switzerland as well. We will look at song lyrics as the poems they are, not only set in the context of popular music forms generally, but also in terms of their references to the society and culture that created them. We will work primarily with songs composed in the 20th century, also the current century, but with reference to musical forms and ideas in earlier eras. There will be plenty of discussion of songs, but also plenty of listening to songs as well. Topics will include:

2. Lieder des frühen 20. Jahrhunderts
3. Lieder um den Zweiten Weltkrieg
4. Lieder der 50er Jahre
5. Lieder der 60er Jahre (Einfluss amerikanischer und britischer Lieder)
6. Lieder der 70er Jahre (“Schlager”)
7. Lieder der 80er Jahre (“Liedermacher”)
8. Lieder der 90er Jahre
9. Lieder von heute

**Required readings:** Course packet, TBA

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### 372, Lec 4: Natur und Umwelt in der deutschsprachigen Kultur und Literatur 3 cr

**Moedersheim, TR 2:30-3:45**

Open to all undergraduates

**Prerequisites:** German 249, 258, 262; recommended: German 337

**Language of instruction:** German

**Contact:** Please contact smoedersheim@wisc.edu with any questions

**Description:**

Reform- und Bürgerbewegungen eine prägende Rolle spielen. In diesem Seminar werden wir
Texte lesen, die sich mit der Haltung der Menschen zur Natur beschäftigen, Naturzerstörung
critisieren und alternative Modelle, utopisch wie pragmatisch, entfalten. Wir werden die
Naturaufassung der Romantik und Zivilisationskritik in der beginnenden Industrialisierung,
Reformbewegungen um 1900 und Bürgerbewegungen der letzten 50 Jahre untersuchen,
derunter die politischen Gruppen in der Bundesrepublik und der DDR vor dem Fall der Mauer
bis heute, z. B. den frühen Widerstand gegen Atomenergie und die Gründung von
Umweltparteien.Ein Schwerpunkt liegt dabei auf den Entwicklungen in Madisons
Partnerstadt Freiburg, die zu einem Modell nachhaltiger Stadtplanung und
Energieversorgung geworden ist. Studierende haben Gelegenheit, mit der Sister City Group
Madison-Freiburg (madisonfreiburg.org/) zusammenzuarbeiten.

**Required texts:** Course reader will be made available online

**Course website:** [http://german.lss.wisc.edu/~smoedersheim/gr372](http://german.lss.wisc.edu/~smoedersheim/gr372)

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**385: Honors seminar in German Literature: Deutsche Literatur des 20. und 21. Jahrhunderts, 3 cr.**

**Silberman, TR 1:00-2:15** (meets w. 305; additional assignments at honors level)

**Prerequisites:** German 249, 258 and 262; or 249 and 274 or 284; or consent of instructor

**Language of instruction:** German

**Contact:** [mdsilber@wisc.edu](mailto:mdsilber@wisc.edu)  for more information

Durch eine representative Auswahl von lyrischen, dramatischen und erzählerischen Texten
bekommen Sie einen Überblick über die Stilrichtungen und Hauptentwicklungen des
Sie erweitern Ihre Fähigkeiten, literarische Texte zu analysieren und interpretieren, indem wir
formale und inhaltliche Aspekte diskutieren. Durch Kommentare und Vorlesungen werden
sie außerdem in ihren jeweiligen kulturellen, gesellschaftlichen und politischen Kontext
gestellt. Lektüren, Diskussionen und schriftliche Arbeiten werden möglichst in deutscher
Sprache durchgeführt. Alle Teilnehmer bereiten ein Kurzreferat über einen der behandelten
Autoren vor und in einer Zweiergruppe wird ein Text aus dem Kursprogramm vorgestellt. Es
werden 2 schriftliche Arbeiten erwartet (etwa 10 Seiten insgesamt) sowie zwei Examen
geschrieben.

**Texte:**
Thomas Mann, Der Tod in Venedig (Fischer)
Franz Kafka, Erzählungen (Fischer)
Bertolt Brecht, Der aufhaltsame Aufstieg des Arturo Ui (Suhrkamp)
Wolfgang Borchert, Draußen vor der Tür (Rowohlt)
Max Frisch, Andorra (Suhrkamp)
Günter Grass, Katz und Maus (dtv)
Bernhard Schlink, Der Vorleser (Diogenes)
[weitere Texte auf der Kurswebseite zum Herunterladen]

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**392: German for Reading Knowledge II**

Calomino, TR 9:30-10:45

Open to graduate and advanced undergraduate students

**Prerequisites:** Some previous acquaintance with German grammar or reading

**Language of instruction:** English

**Contact:** [SCalomino@aol.com](mailto:SCalomino@aol.com)  or [calomino@wisc.edu](mailto:calomino@wisc.edu)
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:**
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)

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**445 (meets w. 245): 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 214 or equivalent) or consent instructor.

This course, a Topics course that can be repeated for credit, counts toward the Humanities breadth requirement and for German majors as a cognate course.

**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)

**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; ethical reasoning and action, AND a chance to improve one’s Dutch language skills.
Groß, M 5:30 – 8 pm
Voraussetzungen: Mindestens ein Literaturkurs auf der 300-Ebene mit B oder besser oder Erlaubnis durch Professor Groß; ausgezeichnete Sprachkenntnisse sind erforderlich.
Zielgruppe: fortgeschrittene Undergraduate- sowie Graduate-Studierende. 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).
Note that this course may be taken to fulfill the senior capstone seminar requirement for the German major.
Kurssprache: Deutsch
Kontakt: Fragen richten Sie bitte an Professor Sabine Gross (sgross@wisc.edu)

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 (Mo, 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, TechnikerIn, RequisiteurIn oder ProgrammgestalterIn teilnehmen. Aufführungen in Madison finden statt am 6. und 7. Mai.

Texte: Sie brauchen die folgenden zwei Reclam-Bände:
(Für Graduate-StudentInnen mit Schwerpunkt Literatur empfiehlt die Büchner: Dichtungen, Schriften, Briefe und Dokumente, Hg. Henri Poschmann. Deutscher Klassiker Verlag. ISBN: 978-3-618-68013-0. 25 Euro für 2300 Seiten!)
Weitere Texte werden per course reader oder Webseite zur Verfügung gestellt.

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 oder calomino@wisc.edu
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.

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

**Recommended**
- Hennig, *Kleines Mittelhochdeutsches Wörterbuch*.
- Paul/Wiehl/Grosse, *Mittelhochdeutsche Grammatik*.
- Saran/Nagel, *Das Übersetzen aus dem Mittelhochdeutschen*.

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**676: Seminar in German Culture: Migration, Literatur, Kultur, 3 cr.**
Mani, T 3:30-6:00

**Prerequisites:** German 337 and two additional advanced German courses or consent of Instructor

**Note:** This course fulfills the senior capstone seminar requirement for the German major.

**Language of instruction:** German

**Contact:** Please contact bvmani@wisc.edu with any questions.

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**Anforderungen:**
- Aktive Teilnahme (Lesen und Diskutieren): 35%
- Referat: 10%
- Mid-term paper: (8-10 Seiten) 25%
- Final Paper: (15 Seiten): 30%

**Texte:** Verfügbar auf learn@uw [course website]
683: Senior Honors Seminar in German Culture: Migration, Literatur, Kultur, 3 cr.
Mani, T 3:30-6:00 (meets with 676; additional assignments at the honors level)

**Prerequisites:** German 337 and two additional advanced German courses or consent of Instructor

Note: This course fulfills the senior capstone seminar requirement for the German major.

**Language of instruction:** German

**Contact:** Please contact bvmani@wisc.edu with any questions.


**Anforderungen:**
Aktive Teilnahme (Lesen und Diskutieren): 35%
Referat: 10%
Mid-term paper: (8-10 Seiten) 25%
Final Paper: (15 Seiten): 30%

**Texte:** Verfügbar auf learn@uw [course website]

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**Literature in Translation**

**LitTrans 236: Telling Stories Case by Case**
Eldridge, TR 1:00-2:15

Courses designated as satisfying Part A of the Gen Ed. requirement may not be used to satisfy Part B of the requirement. Open to first-year students

**Prerequisites:** Successful completion of or exemption from first communication course.

**Language of instruction:** English

**Contact:** Please contact heldridge@wisc.edu with any questions.

**Course description:** This course looks at a unique kind of story-telling used in the disciplines of law, medicine, psychology, film, and literature: the case study. In paying special attention to the way writers, scientists, lawyers, psychologists, and filmmakers use a special kind of story as evidence, we will: look at early case studies published in pedagogical journals and magazines in the eighteenth century, analyze the role of the case in the birth of psychoanalysis (including Freud’s famous case studies “The Rat Man” and “Dora”), debate at the use of cases in establishing mental categories (for example in the discovery and history
of Dissociative Identity Disorder), and consider criminal cases (e.g. Leopold and Loeb, serial killers in the Weimar Republic, the American case of Lizzie Borden, and the contemporary example of Troy Davis). All of these cases remind us of the influence that narratives of criminality, illness, and madness have had on the cultural imagination, and so we will look further at fictionalized ‘cases,’ such as Nunnally Johnson’s film *The Three Faces of Eve*, Friedrich Schiller’s adaptation of a legal case, “The Criminal of Lost Honour,” and Edgar Allen Poe’s short story “The Facts in the Case of M. Valdemar.” Since German authors and proto-psychologists may be considered the pioneers of presenting cases as cases to be studied, the course will emphasize such texts in the German cultural context, but we will also look at literary, film, juridical, medical, and legal examples from a wide cultural spectrum.

We will consider the ways cases present examples to guide and support their conclusions, discuss the use of evidence in criminal and medical cases, and consider how these forms are taken up and altered in fictional representations. Our considerations of various case studies will be supported by several theoretical studies of the case. As part of the Comm B course goals of teaching critical reading, logical thinking, the use of evidence, the use of appropriate style and disciplinary conventions in writing and speaking, and the productive use of core library resources, students will write their own case studies in several of these genres; they will also analyze the cases, stories, and films in academic essays.

**Required texts:** All texts will be made available via Learn@UW.

**LitTrans 276: Introduction to World Literatures**

Mani, TR 9:30-10:45
Open to freshmen.
Counts toward Humanities requirement/Liberal Arts & Science credit in L&S Intermediate.
Can be applied to German major as a cognate course.

**Language of Instruction:** English. No German required.

**Contact:** Please contact bvmani@wisc.edu with any questions.

What is World Literature? What is the relationship between “national” and “World” literatures? What role do translations play in the conceptualization of World Literature? How do migration, economic globalization, and digital media enhance our understanding of World Literature? These are just a few questions central to the course, “Introduction to World Literatures.” The purpose of the course is to develop an understanding of World Literatures—in the plural—within the dynamics of global literary production, circulation, and reception. Through readings and discussions of a wide range of texts, the course aims to promote comparative evaluations of literature on a global scale. The course starts with ideas of World Literature articulated in the German-speaking World [J.W. von Goethe (1827); Karl Marx and Friedrich Engels (1848; Hermann Hesse (1929)] and moves to readings and discussions of literary works from around the world.

The texts included in the course span from the First Millennium B.C.E to the first decade of the 21st century. However, the course is designed as a thematic engagement with texts, and not a chronological, ‘evolutionary’ survey of World Literature. Readings include works originally composed in English, and English translations of works from the following languages: Arabic, Bengali, Danish, French, German, Italian, Japanese, Norwegian, and Urdu, among others.

**Course Requirements:** The final grade will be based on the following factors:

- Attendance and Class Participation [includes a weekly Reading Blog: 400 words; two “tweets” on twitter.com] (25%)
- Four short exams (25%)
- In-Class Mid-Term (25%)
- Final (25%)
Required readings: available at University Bookstore and as Course Reserves in College Library. Select Texts will be made available through learn@uw.

LitTrans 326: Dutch Literature in Translation: Occupation, Holocaust, Memory, 3 cr.  
Taylor, MW 2:30-3:45

No previous knowledge of Dutch literature or culture is required.  
This course, a Topics course that can be repeated for credit, counts toward the Literature breadth requirement and for German majors as a cognate course.  
Language of instruction: All in English.  
Contact: For questions about eligibility and the prerequisite, please contact jvtaylor@wisc.edu.

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.  
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.