PLEASE NOTE: This document, by its very nature is a DRAFT. Please see our department’s website for updates or, if anything is unclear or seems amiss, please ask!

Graduate Course Descriptions - Spring 2014

List of Fall 2014 Graduate Courses (full descriptions follow below):
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
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: Travel in Dutch Culture 3-4 cr.
651: Intro to Middle High German, 3 cr.
703: 18. Jahrhundert, 3 cr.
755: Old Germanic Languages: Gothic, 3 cr.
758: Historical Linguistics, 3 cr.
804/948 Translationality as Transformation and Transfer, 3 cr
960: German Language in America, 3 cr.
970: Historical German Syntax, 3 cr.

Spring 2014 Graduate Course Descriptions

NOTE: Verify availability of sections using online timetable!!
312: Second Semester Dutch for Graduate Students, 3 cr.
Verify availability of sections using online course guide!
Lec 1, MTWR 2:25
Lec 2, MTWR 8:50 (may open if enrollment warrants)
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)
ISBN10: 041530041X
ISBN13: 9780415300414

**NOTE:** Verify availability of sections using online timetable!!

**314: Fourth Semester Dutch for Graduate Students, 3 cr.**
Lec 1, MTWR, 2:25
**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).

**German 392: German for Graduate Reading Knowledge II, 3 cr.**
S. 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
Contacts: SCalomino@aol.com and 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 both grammatical and syntactical topics vital to progress in reading will be combined with a discussion of selected chapters in R.A. Korb, *Jannach’s German for Reading Knowledge*. During the balance of the semester specific reading will be made available through both photocopy and internet sources. The goal for all participants will be enhanced practice and confidence in reading
German at various levels of both scholarly and journalistic prose, in addition to developing a focus in reading for their specific research areas.

**Required:**
Jannach, Hubert and Richard A. Korb, *German for Reading Knowledge*. Heinle. Most recent ed

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

**NOTE:** Verify availability of sections using online timetable!!

**401: First Semester German, 4 cr.**

- **Lec 1**, MTWRF, 9:55
- **Lec 2**, MTWRF, 11:00
- **Lec 3**, MTWRF, 12:05 (BLIND)
- **Lec 4**, MTWRF, 1:20
- **Lec 5**, MWR, 3:30-4:50

Prerequisites: None.

Please contact [jmschuel@wisc.edu](mailto:jmschuel@wisc.edu) with any questions.

(This course is also offered for undergraduate students as **German 101**.)

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

**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.

NOTE: Verify availability of sections using online timetable!!

402: Second Semester German, 4 cr.
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 (BLIND)
Lec 6, MWR, 3:30-4:50
Prerequisites: German 401(101) or appropriate score on the placement exam.
Please contact jmschuel@wisc.edu with any questions.
(This course is also offered for undergraduate students as German 102.)

Continuation of German 401(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 402(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 textbooks:**
Lovik, Guy, and Chavez. *Vorsprung, 3rd edition* (Cengage) and bundled e-book license. Check the course Learn@UW site for information on options for purchasing the required materials.

**Recommended Textbooks:**
German 403(203), like German 404(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 403(203) is not identical to that dealt with in 401/402 (101/102). 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 midterms 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 textbooks:**
Augustyn and Euba, *Stationen*, 2nd edition (Cengage) and matching QUIA code (for access to required online student activities). Check the course Learn@UW site for information on options for purchasing the required materials.

**Recommended textbooks:**
German 404(204), like German 403(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 404(204) is not identical to that dealt with in 401/402 (101/102). 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 textbooks:**
Augustyn and Euba, *Stationen*, 2nd edition (Cengage) and matching QUIA code (for access to required online student activities). Check the course Learn@UW site for information on options for purchasing the required materials.

**Recommended Textbooks:**

**German 625 (Topics in Dutch Literature meets with Ger 325): Travel in Dutch Literature, 3-4 cr.**
Jolanda Vanderwal Taylor, MW 1-2:15 PM (meets with Lit Tran 326) plus one hour/week of discussion in Dutch, time TBA

**Prerequisites:** German 214 or 314 or equivalent

**Open** to freshmen

**Language of instruction:** English and Dutch

Please contact [jvtaylor@wisc.edu](mailto:jvtaylor@wisc.edu) with any questions
Participants in this course will consider a variety of texts selected from the Dutch-language literary tradition that take travel as their topic. While the emphasis will be on contemporary texts, we will also look at select examples taken from earlier periods – a brief excerpt from the Medieval period, and a few samples from the Age of Discovery and the period of the Dutch East India Company.

We will look at the techniques, devices, methods and structures that writers employ to entertain, amuse and educate the reader, to provide an aesthetic experience, to challenge the reader, and to raise the big questions such as:

*What is travel? Why do we travel?*
*Is travel something we can do for pleasure, or for profit? (If so, what kinds of pleasures does it hold? What profits does it afford? And at what cost?)*
*What do our mode of travel and/or our experience of travel tell us about ourselves and about our culture? Do we learn about the cultures and people we encounter? About ourselves?*
*Can literary treatments of travel substitute for travel? Is the learning, the irritation, the pleasure meant to be transferable? If a writer is able to communicate the outcomes of travel to a given reader, then how is this done?*
*What questions should readers ask themselves and each other? What should travelers do and are there practices they should not engage in? Should/How can we define (in)appropriate positions for readers to take?*

This course invites students to read attentively, to think carefully, and to discuss thoughtfully and vigorously – face-to-face and/or online.

Learning outcomes:
This course particularly encourages students to expand their knowledge of human cultures in the form of literature. In acquiring this knowledge, we will practice a range of skills, including:
Inquiry and analysis; critical and creative thinking; written and oral communication;
intercultural knowledge and competence; and ethical reasoning and action.

**German 651 (meets with Medieval Studies 651): Intro to Middle High German (3 cred)**
S.Calomino  TR 9:30-10:45  
**Prerequisites:** Advanced reading knowledge of German.  
**Open** to graduate and advanced undergraduate students.  
Taught in English with some translation (optional) into German  
Contacts:  **SCalomino@aol.com** and **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**
Paul, *Mittelhochdeutsche Grammatik*
Lexer, *Mittelhochdeutsches Taschenwörterbuch* (hardcover ed. if possible)
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.*

**German 703: 18. Jahrhundert. 3 cr.**
Hans Adler, TR 11-12:15 p.m.
Open to graduate students
**Language of instruction:** German
Contact: hadler@wisc.edu


**Required texts (print, no electronic versions)**


**Recommended text**


**German 755. Old Germanic Languages: Gothic (meets with Medieval 755)**

Rob Howell, TR 1:00-2:15

**Prerequisites:** This course assumes no prior knowledge of early Germanic languages, though some familiarity with the history of Germanic will prove useful.

**Open:** Graduate students. Undergraduates may enroll with consent of instructor.

**Language of Instruction:** English. Students may do all course translations and written examinations in German.

**Contact:** rbhowell@wisc.edu

This course introduces students to the earliest extensively attested Germanic language, Gothic. Course objectives include:

1) Students will be able to read and translate Gothic texts into English or German.
2) Students will develop detailed knowledge of Gothic phonology, morphology and lexicon.
3) Students will be able to compare Gothic to other early Germanic languages.
4) Students will become acquainted with the most important tools for research in Gothic.
5) Students will identify the most outstanding research questions in Gothic scholarship.

Our main extant textual evidence for Gothic derives from the translations of the New Testament and fragments of the Old Testament by the bishop Wulfila (ca. 311- ca. 383) which are preserved for us in manuscripts originating during the period of Ostrogothic rule of Italy (493-554). Because of the early geographic separation of the Goths from the Germanic homeland and the archaic origin of our texts, Gothic provides us with much valuable information about the structure of early Germanic. The course will therefore be highly comparative in nature, constantly contrasting Gothic with other early Germanic languages (Old High German, Old Saxon, Old English, Old Norse). Students will be expected to gain proficiency in translating Gothic texts, to learn to decipher the Gothic script, and to acquire knowledge of the external history of the Goths. It is not uncommon that students take on Gothic names and adopt certain patterns of Gothic behavior, though this is strictly optional.

This course assumes no prior knowledge of early Germanic languages, though some familiarity with the history of Germanic will prove useful. Students will need to procure one very reasonably priced (currently under $18.00) textbook:


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**German 758: Historical Linguistics, 3 cr**

Joe Salmons, MWF 12:05

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

**Open** to undergraduates and graduates

**Language of instruction:** English

Please contact jsalmons@wisc.edu with any questions.

**Description**

This course will introduce sound change, morphological change, syntactic change, and comparative linguistics. We will examine these issues both in the context of theories of language change and contemporary synchronic theories of language structure.

**Text and readings**

- Additional readings, plus worksheets, exercises
Translation underwrites all cultural transactions as a process of interpretation and exchange. The process is embedded in power structures and under constant negotiation between similarity and difference, past and present, local and global, domestication and alienation. Translation as practice also has a history, and together with its related term translationality means different things in various disciplines and domains of learning. For literary and historical texts it refers to the reformulation of a source utterance by means of a target utterance, a practice harking back to Biblical exegesis. In dramatic and performance contexts it points to intermediality, e.g., the translation of words into images or ideas into movement or feelings into music. In anthropology it registers cultural difference and the search for a common ground of understanding. In the philosophy of science it identifies constants and variants across paradigms and epistemes, while philosophical teachings on politics, ethics, poetics, and aesthetics implicitly or explicitly treat notions of equivalence, duality, transformation, and accessibility – all central aspects of the translation process. More recently translationality has become a keyword in fields such as marketing (i.e., bringing patents or products into commercial circulation) and medicine or biology (transferring basic science from the research laboratory to practical applications). The inflationary use of the word translation, extending far beyond the traditional focus of translators on verbal and textual media, suggests a rich field of exploration but also a need to define and focus our attention.

This seminar is not a translation workshop but rather will explore the practice of translation as a border concept with reference to the transmission and appropriation of meaning. The etymological source of “transferre / translatus” (transfer, carried across) will direct our attention to dynamic processes catalyzed by difference, inequality, and otherness in a variety of knowledge fields. Initial seminar meetings will focus on definitions, the history of translation, the genealogy of translation theories and their premises, and the “nuts and bolts” of professional translation (dictionaries, organizations, contracts, machine and internet translation). The middle part of the semester will consist of a series of sessions offered by guest faculty who work in and on issues of translation, transformation, and transfer in their respective fields: Julie Allen (Scandinavian) on translating fairy tales; Sabine Gross (German) on visual-verbal translation; Venkat Mani (German) on the teaching of translated texts; Lynn Nyhart (History of Science) on translating 19th-century science based on Charles Darwin’s theories; Pamela Potter (German/Musicology) on the transfer of terminology in the arts, such as period terms like Baroque and Romantic; Florence Vatan (French) on translating science into literature. Based on their current research projects, each will
engage a discipline-specific case study of translation issues, centered around a text or group of texts. The aim is to encourage dialogue and insight into a range of methodological and theoretical approaches while feeding into the larger discussion of translationality. The latter part of the semester will focus on questions and projects that emerge from the student participants’ own translation interests.

**Course requirements:**
- attendance and participation in weekly discussions
- review of a book on translation chosen in consultation with the instructor (ca. 750 words)
- abstract for a conference paper
- oral presentation (ca. 15 minutes)
- final seminar paper (3500-4500 words)

**Required text:**
Additional texts available at the course website (learn@uw)

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**960: The German Language in America. 3 cr.**
Mark Louden, MWF 9:55–10:45
Meets with German 352.
**Prerequisites:** Graduate standing.
**Language of instruction:** German.
Please contact mllouden@wisc.edu with any questions.

**Course Description and Goals**
This course focuses on structural, historical, and cultural aspects of German as a heritage language in the United States, that is, as a language maintained by the descendants of eighteenth- and nineteenth-century immigrants to this country. In terms of the actual structures of heritage varieties of German, we will consider both dialectal and standard-like features and examine the influence of English on these varieties and vice versa. Sociolinguistic themes we will explore include factors that promote or hinder language maintenance, as well as domains of use, including education, print media, and religion. We will also reflect on the ways that American and European speakers of German have viewed each other, specifically in terms of linguistic differences. The data for this course will be drawn mainly from audio materials and writings produced by heritage speakers of German from three major areas: Pennsylvania (and other Pennsylvania Dutch-speaking regions), Texas, and Wisconsin. We will also learn to read the old German typeface (Fraktur) and write in Kurrent, both of which were once widespread among German-speaking Americans. It is hoped that in this course students will come to …
• appreciate how widespread German-speaking culture was in many parts of the United States for most of our nation’s history;
• understand why speakers of German and other heritage languages in the United States do not live in a cultural isolates but are part of the multicultural fabric of American society;
• improve their knowledge of German through interaction with a wide variety of audio and textual documents.

Required Work and Grading
Most class meetings will follow a “30-15-30” format. The first thirty minutes of class will consist of a PowerPoint-supported lecture on the material for that day. Then, for approximately fifteen minutes, students will be given questions to discuss with a partner or small group. The final thirty minutes or so of class will involve an all-class discussion. All three portions of class will be conducted in German. Students will prepare all the material for a given week before Monday by way of completing an Übung for that week. Each Übung will be submitted electronically via the course Dropbox, which will close 30 minutes before the start of Monday’s class. On most Wednesdays a Hausaufgabe will be due. All Hausaufgaben, except those with handwriting practice, will also be submitted electronically to the Dropbox up to 30 minutes before class on they day they are due. There will be three in-class quizzes spread out over the semester. There will be no final examination in this course. Beginning early in the semester, students will work in pairs on a research documentation project that will be due at the end of the semester. The project will involve describing and analyzing the content of original print or audio materials produced in German in America and will count as 15% of the final grade.

The breakdown of the final course grade is summarized here:

1. 11 Hausaufgaben @ 3% each 33%
2. 3 quizzes @ 10% each 30%
3. joint final documentation project 15%
4. 14 Übungen @ 1% each 14%
5. preparation before, participation in class 8%
   100%

Required text: There is no required text for this course.

970: Historical German Syntax (seminar). 3 cr.
Mark Louden, MWF 11:00–11:50
Prerequisites: Graduate standing and preferably at least some graduate coursework in German linguistics.
Language of instruction: German.
Please contact mllouden@wisc.edu with any questions.
Course Description and Goals
In this seminar students will be introduced to the analysis of the historical development of key structures in German syntax. The main empirical topics we will cover include: the loss of the genitive; developments in verbal agreement; the rise of periphrastic verbal forms; changes in finite verb position and clausal structure; so-called IPP constructions; the rise of subject pronouns and expletives; and changes in negation. Just as important as the analysis of data from the history of German will be methodological questions related to the study of historical syntax generally.

Required Work and Grading
The bulk of our time in class meetings will be devoted to a discussion, in German, of assigned material from the required text and other readings. Each student will have the opportunity to present a Referat on a topic of interest to her/him. There will be two in-class examinations. Finally, students will work in pairs over the course of the semester on a joint research project based on data from Early New High German. The write-up for this project will be due at the end of the semester.

The breakdown of the final course grade is summarized here:

1. 2 examinations @ 20% each  40%
2. Referat  20%
3. joint ENHG research project  30%
4. preparation before, participation in class  10%
   100%