List of Spring 2014 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.
249: Intermediate German – Speaking and Listening, 3 cr.
258: Intermediate German – Reading, 3 cr.
262: Intermediate German – Writing, 3 cr.
271: The German Immigration Experience, 3 cr.
272: Nazi Culture, 3 cr.
278: Language and Immigration in Wisconsin, 3 cr.
325: Topics in Dutch Literature: Travel and Dutch Literature, 3-4 cr.
337: Advanced Composition and Conversation, 3 cr.
352: German Language in America, 3 cr.
362: Bücher, Leser, Bibliotheken, 3 cr.
372, Lec 1: China aus deutscher Sicht, 3 cr.
372, Lec 2: Deutscher Film und deutsche Kultur, 3 cr.
611: Deutsche Literatur bis 1700, 3 cr.
651: Intro to Middle High German, 3 cr.
676: Seminar in German Literature: Deutsche Lyrik: Individualität und Intensität, 3 cr.
LITTRANS 236-2: Extreme Stories: Tales of Criminality and Disease, 3 cr.
LITTRANS 269/JEWISH 269/Ger 269: Yiddish Literature and Culture in Europe, 3 cr.
LITTRANS 276: Introduction to World Literature, 3 cr.
LITTRANS 326: Topics in Dutch Literature: Travel and Dutch Literature, 3 cr.
MUSIC/JEWISH 319: Yiddish Song and the Jewish Experience, 3 cr.

Spring 2014 Undergraduate Course Descriptions:

NOTE: Verify availability of sections using course guide!!

101: 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 with any questions.  
(This course is also offered for graduate students as German 401.)

Presumes no knowledge of the German language. In the course students learn basic vocabulary around topics such as classroom objects, daily routines, descriptions of people and objects, simple narration in present time, etc. German 101 covers material presented in the textbook VORSPRUNG from Kapitel 1 to Kapitel 6. Students read and discuss “real” texts (written by and for native) speakers from the start. Grammar is explained using examples from these texts as well as from a graphic novel, told in installments, that traces the journey of an American exchange student, Anna Adler, to the university in Tübingen as well as her adventures once there. The course also offers basic cultural insights and comparisons that are further elaborated on in second-year courses. Testing is done in increments of chapter quizzes; there is no mid-term and no traditional final exam. Students also complete writing & reading assignments as well as matching assessments, all with a take-home component. There are two oral projects. Class participation is encouraged and an attendance policy is in place. This course cannot be audited.

**Required 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 course guide!!

**102: 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 (may open if enrollment warrants)
Lec 6, MWR, 3:30-4:50
Prerequisites: German 101 or appropriate score on the placement exam.
Please contact jmschuel@wisc.edu with any questions.
(This course is also offered for graduate students as German 402.)

Continuation of German 101. Students learn to narrate using past time markers, to express wishes and conditional ideas, to expand on their ability to describe, and to understand and produce extended texts on everyday topics. German 102
covers material presented in the textbook VORSPRUNG from Kapitel 7 to Kapitel 12. Students read and discuss “real” texts (written by and for native) speakers from the start. Grammar is explained using examples from these texts as well as from a graphic novel, told in installments, that traces the journey of an American exchange student, Anna Adler, to the university in Tübingen as well as her adventures once there. The course also offers basic cultural insights and comparisons that are further elaborated on in second-year courses. Testing is done in increments of chapter quizzes; there is no mid-term and no traditional final exam. Students also complete writing & reading assignments as well as matching assessments, all with a take-home component. There are two oral projects. Class participation is encouraged and an attendance policy is in place. This course cannot be audited.

**Required 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:**

**NOTE:** Verify availability of sections using course guide!!

**112: Second Semester Dutch, 3 cr.**
**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 course guide!!

203: Third Semester German, 4 cr.
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 the placement exam.
Please contact jmschuel@wisc.edu with any questions.
(This course is also offered for graduate students as German 403.)

German 203, like German 204, reviews German grammar but (a) prior knowledge of these concepts is assumed and (b) the sequence of grammar forms to be reviewed differs from that of first-year curricula (in other words, the grammar focused on in 203 is not identical to that dealt with in 101). The primary objective of the course is to give students the opportunity to explore language as it is embedded in the culture. Students will explore mostly contemporary but also historical aspects of the cultures of the German-speaking countries through a journey through the *Stationen* (stations) of which each stands for a major city in Austria, Germany, or Switzerland and the region that it represents. Testing is done in increments, with chapter quizzes instead of mid-terms or a traditional final exam. Students complete writing and reading assessments, all with a take-home component. There are two oral projects (not traditional exams). Mid-semester, students will have the opportunity to sign up for a mini seminar of their choice. These three-class-period events substitute for regular class meetings and permit students to explore specific interests, ranging from cultural products such as food and drink or literary periods to cultural practices, such as the “rules of appropriate interactions” and how they are different from American practices, to cultural perspectives, such as the history of the language or regional differences in dialects. This course cannot be audited.

Required 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:  

NOTE: Verify availability of sections using course guide!!  

**204: Fourth Semester German, 4 cr.**  
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.  
Please contact jmschuel@wisc.edu with any questions.  
(This course is also offered for graduate students as **German 404.**)

German 204, like German 203, reviews German grammar but (a) prior knowledge of these concepts is assumed and (b) the sequence of grammar forms to be reviewed differs from that of first-year curricula (in other words, the grammar focused on 204 is not identical to that dealt with in 102). The primary objective of the course is to give students the opportunity to explore language as it is embedded in the culture. Students will explore mostly contemporary but also historical aspects of the cultures of the German-speaking countries through a journey through the *Stationen* (stations) of which each stands for a major city in Austria, Germany, or Switzerland and the region that it represents. Testing is done in increments, with chapter quizzes instead of mid-terms or a traditional final exam. Students complete writing and reading assessments, all with a take-home component. There are two oral projects (not traditional exams). Mid-semester, students will have the opportunity to sign up for a mini seminar of their choice. These three-class-period events substitute for regular class meetings and permit students to explore specific interests, ranging from cultural products such as food and drink or literary periods to cultural practices, such as the “rules of appropriate interactions” and how they are different from American practices, to cultural perspectives, such as the history of the language or regional differences in dialects. This course cannot be audited.

**Required 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:**  
NOTE: Verify availability of sections using course guide!

214: Fourth Semester Dutch, 3 cr.
Lec 1, MTWR, 2:25
Prerequisites: Dutch 213 or 313 or consent of instructor
Description: See description for Second Semester Dutch, German 112.

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).

NOTE: Verify availability of sections using course guide!

249: Intermediate German – Speaking and Listening. 3 cr.
Lec 1, MWF 8:50 (may open if enrollment warrants)
Lec 2, MWF 9:55
Lec 3, MWF 11:00
Lec 4, MWF 12:05
Prerequisites: German 204 or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 262 and German 258.
Open to Fr.
Language of instruction: German.
Please contact mlouden@wisc.edu with any questions.

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; language use in Austria and Switzerland; and youth speech and popular culture. The final grade for the course will be determined as follows:

- 4 quizzes @ 10% ⇒ 40%
- 12 homework exercises @ 2.5% ⇒ 30%
- 10 personal dictionary installments 10%
- preparation before and participation during class 10%
- five-minute oral presentation (Referat) 10%

100%

**Required text:** The only required text is a good German-English/English-German dictionary.

**NOTE:** Verify availability of sections using course guide!!

**258: Intermediate German – Reading, 3 cr.**
**Lec 1, TR 9:30-10:45, Schueller**
**Lec 2, TR, 11:00-12:15, Schueller**
**Lec 3, TR, 1:00-2:15, TBA**
Prerequisites: German 204 or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 249 and German 262. Open to Fr.
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) & class participation

Required texts:
A photocopied course reader
Bertolt Brecht, *Furcht und Elend des Dritten Reiches* (Fear and Misery of the Third Reich, drama)
Friedrich Dürrenmatt, *Die Physiker* (The Physicists, drama)
Thomas Brussig, *Am kürzeren Ende der Sonnenallee* (novel)

Additional materials will be delivered over the course’s Learn@UW Web site.
262: Intermediate German – Writing, 3 cr.
Prerequisites: German 204 or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 249 and German 258.
Lec 1, TR 9:30-10:45, James
Lec 2, TR 11-12:15, Chavez
Lec 3, TR 1-2:15, (may open if enrollments warrant)

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.

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 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 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. 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 Common class meetings will be suspended for a brief period of time so as to accommodate individual writing conferences with the instructor. 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 with self-assessment ⇒ 5%
- preparation before and participation in class ⇒ 10%

100%

**Required texts:**

2. In-class materials for each day (listed under the date), to be downloaded from the course’s Learn@UW site
3. At-home materials for each day (listed under the date), to be downloaded from the course’s learn@UW site

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**German 271: The German Immigration Experience, 3 cr.**

Kluge, Tu, Th 11:00 AM - 12:15 PM.

**No German required.**

**Open to Freshmen.**

**Taught in English.**

Please contact Professor Kluge <clollen@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. Counts as a humanities course and, for German majors, may be taken as one of the required cognate courses. Lecture, readings, and discussion. Two exams, one paper, and a final.

**Required texts:** Three course packets to be purchased at a local copy shop.

**Course website:** Materials will be made available on learn@uw.
GER 272: Nazi Culture, 3 cr.
Marc Silberman / Jost Hermand, TR 4:00 – 5:15 pm, 114 Van Hise Hall
Open to freshman students, counts toward the Humanities breadth requirement and as a cognate course for German majors

Lectures and readings in English
Please contact: mdsilber@wisc.edu

Was Nazi Germany the incarnation of evil in the modern world? Did its culture consist only of propaganda? Why did the Nazi leadership consider art and culture so central to the political goals? Such perceptions arose after World War II, colored by a Cold War tendency to see similarities between Nazi Germany and the Soviet Union, as well as by the hasty, controversial program of denazification conducted under Allied occupation. In the past 25 years scholars have 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 introduces students to the contradictory conditions that led to cultural shifts when the Nazis came to power in 1933 and then examines how Nazi policies influenced cultural life. We will consider propaganda and entertainment films, music and theater, art and architecture, literature and consumer culture, religion and youth education, the “camp system” and fascist environmentalism. The course aims to identify common misconceptions about culture in Nazi Germany, to gain a deeper understanding of the workings of its cultural policy, and to assess whether political ideology was able to form something we can identify as a distinct “Nazi culture.”

This is a lecture course with opportunities for students to ask questions and engage in dialogue at the end of each lecture. All readings – short texts from the Third Reich – are in English translation. There will be several quizzes (identifications) as well as a mid-term and final examination with essay questions.

Required text:
Anson Rabinbach and Sander Gilman, eds., The Third Reich Sourcebook (University of California Press, 2013) $65.00 pb

Recommended text:

Course website: See learn@uw
German 278: Language & Immigration in Wisconsin. Meets with Scandinavian 436 (Lecture 2). It will also be allowed as a substitution for English 331.
Joe Salmons, MWF 1:20
No prerequisites; Comm B course; Open to anyone
Language of instruction: English
Please contact jsalmons@wisc.edu with any questions.

Description. Migration from abroad and other parts of North America brought and continues to bring dozens of languages and dialects of English to Wisconsin. They published hundreds of newspapers in other languages, some to the present day, and ran schools and other institutions in those languages. How and when did they and their descendants learn English and when and why did they begin to speak only English? How have these immigrants shaped English spoken here? In this course, we will do hands-on research to find answers to these and related questions about immigrant languages and English past and present in Wisconsin. We’ll examine social and historical issues and issues of linguistic structures, drawing on local histories, archival data, Census records and audio recordings, in addition to opportunities to do fieldwork in communities across the state and the region. Students will learn to work with these sources and produce original research. Evaluation includes one written test and short research and writing assignments.

Text and readings
• Packet of readings at http://csumc.wisc.edu/wep/1, and Learn@UW.

German 305: Literatur des 20. und 21. Jahrhunderts. 3 cr.
Hans Adler, TR 2:30-3:45 PM
Prerequisites: 9 credits completed from 2xx courses
Open to undergraduate students
Language of instruction: German
Contact: hadler@wisc.edu

This course is a journey through a bit more than a century of literature in German, and it provides an overview over new and most-recent literature in German within its historical and cultural contexts. We will read selected texts—fiction, drama, and poetry—by important authors from Germany, Austria, Switzerland, Czechoslovakia, and Turkey. Simultaneously to our discussion of texts, we will learn how to access and interpret literary texts and what is specific for literature as opposed to other language-using discourses. Among others, we will focus on texts by Franz Kafka, Bertolt Brecht, Wolfgang Borchert, Ingeborg
Bachmann, Friedrich Dürrenmatt, Emine Özdamar, Bernhard Schlink, and Thomas Brussig and we will watch and discuss two films that are based on novels. Each participant will give a short presentation on their reading of and research on a specific text in class, and all participants will write a short scholarly paper at the end of the semester. Lectures providing in-depth information about historical and theoretical background knowledge will alternate with discussions. The course will be conducted in German.

**Required Texts** (print, no electronic versions):
— Schlink, Bernhard, *Der Vorleser*. Zürich: Diogenes. ISBN 3-257-22953-4

**German 325 (Topics in Dutch Literature meets with Ger 625): Travel in Dutch Literature**, 3-4 cr.
Professor Jolanda Vanderwal Taylor, MW 1-2:15 PM (meets with Lit Tran 326) plus one hour/week of discussion in Dutch, (time of discussion may move in response to student need)
**Prerequisites:** German 214 or 314 or equivalent
Open to freshmen
**Language of instruction:** English and Dutch
Please contact 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.

337: Advanced Composition & Conversation, 3 cr.
Sabine Mödersheim, T/R 1-2:15
Prerequisites: German 249, 258, and 262; or German 249 and 274 or 284; or cons inst; may be repeated once only for credit
Language of instruction: German
Please contact smoedersheim@wisc.edu with any questions


Required Textbooks:

Course web site: http://german.lss.wisc.edu/~smoedersheim/gr337/
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 the 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.

German 362: Bücher, Leser, Bibliotheken, 3 cr.
B. Venkat Mani TR 11:00-12:15
Fulfills Literature Breadth requirement; Advanced.
Counts towards German major.
Prerequisites: German 249, 258, and 262; or German 249 and 274 or 284; or instructor consent.
Language of Instruction: German.
Please contact bvmani@wisc.edu with any questions.

If you love, and/or hate books and libraries, this is a course for you! What is a book? Is it merely a medium of access to the printed matter it carries within its covers, or something bigger? What is a library? Is it merely a collection of books, or something larger? Who is a reader? Just someone who flips through texts, or an individual with a reflective relationship with the reading materials? How do we understand books and libraries in our current times, whereby advancement in digital technologies have led to a new kind of migration of books and libraries into a virtual space? What is the relationship between the book, the library, and literature? These and other questions will fuel our discussions in the course “Bücher, Leser, Bibliotheken.” This is a course about the social lives of books and libraries. Starting with a thriller about Gutenberg’s invention of the printing press in 15th century Germany, we move to literary works (and films) where books and/or libraries play a central role in the narrative. The authors chosen for this course include Ingeborg Bachmann, Walter Benjamin, Christoph Born, J.W. Goethe, Heinrich Heine, Hermann Hesse, Thomas Mann, Walter Moers, Jean Paul, Bernhard Schlink, and others.
Course Requirements: This is a reading intensive course. Students will be required to have read the texts prior to the sessions for which they are assigned. The final grade will be based on the following factors:
Attendance and Class Participation (25%)
Four short exams (25%)
Mid-Term (25%)
Final (25%)

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

372 Lec 1: China aus deutscher Sicht, 3 cr.
Weijia Li, TR, 9:30-10:45
Prerequisites: German 249, 258, and 262; or 249 and 274 or 284; or consent of instructor
Open to undergraduates
Taught in German
Please contact Prof. Weijia Li at wli255@wisc.edu with any questions.

In addition to cultivating students' German language skills at the advanced level, this course will improve and expand students' knowledge of German culture and German intellectual history from a unique point of view. Specifically, we will be dealing with the German imagination and perception of China and the Chinese culture that are reflected in German literary texts, mass media, and art history. We will engage in seeking answers to inquiries like: Why did German philosopher Leibniz (1646-1716) believe that Chinese emperor Kangxi should be a role model for the European monarchy? Why did the stereotype of the Chinese culture as “submissiveness to authority” begin in the 19th century? How and why were German writers in the 20th century like Hermann Hesse, Bertolt Brecht, and Anna Seghers fascinated by Chinese philosophy? Last but not least, how and why did the term “Gelbe Gefahr” (Yellow Peril) appear as an article title in one of Germany’s most renowned newspapers Handelsblatt as recent as in 2010?

By successfully completing this course, students will be able to comprehend and discuss in depth texts concerned with German and East Asian cultural encounters. Students will also be able to participate in conversations on complex topics involving transcultural and transnational aspects. This course also aims to help students act with a heightened awareness of the long-standing and contemporary cultural issues in German-speaking countries.

Required texts: Course material will be available online via Learn@UW.
German 372, Lec. 2: Deutscher Film und deutsche Kultur, 3 cr.
Schueller, TR 11-12:15
**Prerequisites:** German 249, 258, and 262; or 249 and 274 or 284; or consent of instructor.
**Language of instruction:** German
Please contact jmschuel@wisc.edu with any questions.

The primary goal of this course is to broaden students’ knowledge of German culture through the analysis and interpretation of film. Five contemporary films serve as a springboard for our discussions on a range of cultural topics. We will consider the historical and cultural contexts of each film and read thematically related fiction and non-fiction texts. Film-specific terminology will be introduced to facilitate our discussion of the films. The films, all appearing since 2000 and in multiple genres, also provide ample authentic language to help students improve their comprehension of spoken German in various contexts and registers.

Course evaluation will include regular homework assignments, two papers, two tests, and a group presentation at the end of the semester. Class discussions will be in German. All students will be expected to participate in partner, small-group, and whole-class discussions. Class materials (assignments and readings) will be available for download via the Learn@UW course website. Students will be required to screen the films, accessible streamed via Learn@UW, **outside** of class.

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**
Contact: 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:**
Most recent ed
German 611: Deutsche Literatur bis 1700, 3 cr.
Sabine Mödersheim, TR 2:30-3:45 PM
Prerequisites: Sr st or cons inst
Language of instruction: German
Please contact smoedersheim@wisc.edu with any questions


Required texts:

Course website: http://german.lss.wisc.edu/~smoedersheim/gr611/

German 651 (meets with Medieval Studies 651): Intro to Middle High German, 3 cr.
S.Calomino TuTh 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
Contact: 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)
Weddig, Mittelhochdeutsch: Eine Einführung.
Bartsch/De Boor, ed. Das Nibelungenlied.

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

German 676: Seminar in German Literature: Deutsche Lyrik: Individualität und Intensität
Eldridge: T 4:00-6:30
Prerequisites: German 337 and two additional advanced German courses or consent of instructor
Language of instruction: German
Please contact heldridge@wisc.edu with any questions

This is the capstone majors seminar for seniors.
Haben Sie Angst vor Gedichte? Sie sind nicht allein—für viele Studenten gilt Lyrik als unnötig kompliziert, altmodisch und realitätsfern. Doch ist die Lyrik auch in mancher Hinsicht beispielhaft für das Studium von Lesen und Sprechen überhaupt: sie entfaltet große Fragen im kleinsten Raum; sie ist mit Formen der Alltagskommunikation wie Werbung und Witz durch ihren Umgang mit der Sprache verwandt; sie arbeitet mit, in und auf der Sprache und erforscht nicht nur was man sagen kann sondern auch wie das Sagen oder Schreiben passiert.


Required Texts: Die Texte werden angemeldeten Studenten auf Learn@UW zugänglich gemacht.
LITTRANS 236—2: Extreme Stories: Tales of Criminality and Disease
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 Freshmen**

**Language of instruction**: English

Please contact heldridge@wisc.edu with any questions.

The extremes of human experience fascinate us: faced with stories of illnesses that seem to move between mind and body, devastating plagues, or, gruesome crimes, we look for explanations that make sense of how and why such events take place. But often enough, attempts to rationalize frightening or confusing events reveal how hard it is to draw the boundaries between “extreme” and “normal,” showing just how slippery our categories of sickness and health, guilt and innocence are. This looks at fictional texts (including films and plays) and legal, psychological, and medical cases to examine critically the different ways we try to make sense of these experiences. In paying special attention to the way writers, scientists, lawyers, psychologists, and filmmakers are challenged, inspired, or confounded by these extreme stories, we will: look at early case studies published in pedagogical journals and magazines in the eighteenth century, watch as practitioners try to explain mental illness birth of psychoanalysis (including Freud’s famous case studies “The Rat Man” and “Dora”), debate 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). 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.”

Students will analyze the cases, stories, and films in essays of varying lengths and for various audiences; the course will culminate in a project that uses research methods and evidence from the course to write a report influencing public policy on incarceration, public health, and/or mental illness.

**Required texts:**
All other texts will be made available via Learn@UW.
This course introduces students to European Yiddish literature and culture. A fusion language combining Germanic, Hebrew, Aramaic, and Slavic elements, Yiddish has functioned alongside other Jewish languages to provide European Jews, especially those living in Central and Eastern Europe, with a distinct way of life for over a millennium. After a brief introduction to the language itself, the course will investigate how Yiddish successfully voiced Jewish folk culture and effectively mediated between Jewish and non-Jewish cultural expression in the premodern period and gave European Jewish life its distinctive stamp. Then the course will shift its attention to the modern period (1864-1945) when advocates of Yiddish turned it into an independent vehicle employable for describing and detailing every aspect of Jewish life and experience. Focus on this period will teach students to appreciate modern literary and filmic Yiddish texts' aesthetic merit. After providing an introduction to Yiddish literary pioneers Sholem Yankev Abramovitsh, Yitzhok Leibush Peretz and Sholem Aleichem's literary work, the course will turn its attention to Interwar Polish and Soviet Yiddish cultural expression to explore how divergent cultural contexts produced divergent Yiddish cultural forms. The course will conclude with analysis of Yiddish literary responses to the Holocaust that confront Yiddish culture and its practitioners' precipitous decline on European soil.

There will be four components to student evaluation: Students will take proficiency quizzes testing their knowledge of assigned readings; they will compose three 2-3 page papers intended to develop their ability to analyze literary, filmic, and poetic texts; they will write a final exam testing their analytical and synthetic skills; they will be judged on their attendance and class participation.

Required Texts:

LITTRAN 276: Introduction to World Literature, 3 Credits
B. Venkat Mani, TR 9:30-10:45
Fulfills Literature Breadth Requirement, Intermediate.
Can be applied to German major as a cognate course.
Open to freshmen/ Open to students in all fields and majors
Language of Instruction: English. No German required.
Please contact bvmani@wisc.edu with any questions.

If you are interested in expanding your intellectual horizons through a global perspective on literature, this is a course for you. The purpose of this course is to develop an understanding of multiple literary traditions—spanning many centuries and geographical regions—through an engagement with the term “World Literature.” What is World Literature? Is it the master-catalogue of all works of all literary traditions from around the world? Or does the term refer to a select list of “Great Works”? If yes, what are the criteria for designation of these works as “Great Works”? 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 current digital reading cultures enhance our understanding of World Literature?

These are just a few questions central to the course, “Introduction to World Literature.” The purpose of the course is to develop an understanding of world literature 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. We will start with considering important statements on world literature from the 19th through the 21st century, and then move to readings and discussions of literary works from around the world.

The texts selected for the course span from the First Millennium B.C.E to the first decade of the 21st century, arranged thematically. Readings and discussions will be in English. Literatures represented in the course include Arabic, Bengali, Chinese, Danish, English, Hindi, German, Japanese, Norwegian, Sanskrit, Spanish, Sumerian, and Turkish.

Course Requirements: Students will be required to have read the texts prior to the sessions for which they are assigned. The final grade will be based on the following factors:
Attendance and Class Participation [includes two “tweets” per week on twitter.com]: 15%
bi-weekly Reading Blogs (400 words each): (10%)
Four short exams (25%)
Mid-Term Exam (25%)
Final Exam (25%)
Lit-Trans 326 (Topics in Dutch Literature): Travel in Dutch Literature, 3 cr.
Professor Jolanda Vanderwal Taylor, MW 1-2:15 PM (meets with Ger 325)
plus one hour/week of discussion in Dutch, time TBA
Prerequisites: none
Language of instruction: English
Please contact 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.
Music/ Jewish Studies 319: Yiddish Song and the Jewish Experience, 3 cr.
Pamela Potter, MW 12:05-12:55 (lecture); four sections: F 12:05 or 1:20 (regular discussion); F 12:05 or 1:20 (Comm-B)
Prerequisites: none (Comm-A or equivalent for Comm-B sections)
Open to Freshmen
Language of instruction: English
Please contact pmpotter@wisc.edu with any questions.

The goals of this course are to gain insights into Yiddish song as an expression of the modern Jewish experience, to develop an appreciation for Yiddish language and culture, and to develop listening and interpretive skills. It fulfills the Ethnic Studies, Intermediate and Humanities requirements and offers a Comm-B option. Each section will have its own requirements and grading percentages, but there will be two in-class written exams and at least one final written project required of all students, All reading assignments will be posted on Learn@UW. These include: songs lyrics with translations, journal and newspaper articles, and selections from: Irving Howe, World of Our Fathers (New York: Harcourt, 1976); Ruth Rubin, Voices of a People: The Story of Yiddish Folk Song (Urbana: Univ. of Illinois Press, 1979); Abraham Cahan, The Education of Abraham Cahan, trans. L. Stein, A. P. Conan, L. Davison (Philadelphia: Jewish Publication Society of America, 1969); Sholom Aleichem, The Best of Sholom Aleichem (Ed. I. Howe and R.Wisse, Washington, D.C.: New Republic, 1979); Irene Heskes, Passport to Jewish Music: Its History, Traditions, and Culture (New York: Tara, 1994); Leonard Dinnerstein, Antisemitism in America (Oxford: Oxford UP, 1999), and additional audio and visual media.

Required texts: none