Undergraduate Course Descriptions Fall 2013

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

101: First Semester German, 4 cr.
102: Second Semester German, 4 cr.
111: First Semester Dutch, 4 cr.
203: Third Semester German, 4 cr.
204: Fourth Semester German, 4 cr.
213: Third Semester Dutch, 4 cr.
235: Dutch Conversation and Composition, 3 cr.
245: Topics in Dutch Culture: Immigration/Emigration in the Low Countries, 3 cr.
249: Intermediate German – Speaking and Listening, 3 cr.
258: Intermediate German – Reading, 3 cr.
262: Intermediate German – Writing, 3 cr.
LT270: German Women Writers in Translation: “Love and Violence,” 3 cr.
274/284: Introduction or Honors Introduction to German Literature, 6 cr.
278, Lec 1: German-American Writers and Their Texts, 3 cr.
278, Lect 2 (CL368, LT 277) Kafka and the Kafkaesque, 3 cr.
LitTr 326 (FIG): Anne Frank—Cracking the Diaries, Confronting the Holocaust, 3 cr.
337: Advanced Composition and Conversation, 3 cr.
351: Introduction to German Linguistics, 3 cr.
362: Deutschsprachiges Theater in Amerika, 3 cr.
372, Lec 1: Deutsche Lieder, 3 cr.
372, Lec 2: Literatur, Migration, Kultur, 3 cr.
372, Lec 3: Natur und Umwelt – Grünes Deutschland, 3 cr.
385: Junior Honors Seminar (meets with 372 Lec 2), 3 cr.
391: German for Graduate Reading Knowledge, 3 cr.
411: Kultur des 20. Jahrhunderts, 3 cr.
445: Topics in Dutch Culture: Immigration/Emigration in de Lage Landen, 3-4 cr.
650: History of the German Language, 3 cr.
655: German Film, 3 cr.
677: Seminar in German Literature: Wiener Moderne, 3 cr.
683: Senior Honors Seminar (meets with 677), 3 cr.

Fall 2013 Undergraduate Course Descriptions:

NOTE: Verify availability of sections using online timetable!!
101: First Semester German, 4 cr.
Lec 1, MTWRF, 8:50
Lec 2, MTWRF, 9:55
Lec 4, MTWRF, 11:00
Lec 5, MTWRF, 12:05
Lec 6, MTWRF, 1:20
Lec 8, MWR, 3:30-4:50
Lec 9, MWR, 7:00-8:20
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. Currently 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 midterm 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.

http://german.lss.wisc.edu/new_web/?q=node/152

**Required textbooks:**
Lovik, Guy, and Chavez. *Vorsprung, enhanced 3rd* edition Cengage and bundled e-book license. For detailed information on how best to purchase these materials go to the above link and then click on “texts” under Courses/German 101 on the left side of the Web page.

**Recommended textbooks:**

**102: Second Semester German, 4 cr.**
Lec 1 MTWRF, 9:55
Lec 2 MTWRF, 11:00
Lec 5 MTWRF, 1:20
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 midterm 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.

http://german.lss.wisc.edu/new_web/?q=node/151

**Required textbooks:**
Lovik, Guy, and Chavez. *Vorsprung, enhanced* 2nd edition, Cengage, and bundled e-book license. For detailed information on how best to purchase these materials go to the above link and then click on “texts” under Courses/German 101 on the left side of the Web page. Please note that 102 is using the 2nd edition; 101 is using the 3rd edition.

**Recommended Textbooks:**

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

**111: First Semester Dutch, 4 cr.**

*Lec 1, MTWR, 9:55*

*Lec 2, MTWR, 1:20*

Prerequisites: none.

Please contact jvtaylor@wisc.edu with any questions.

(Also offered as 311 for graduate students).

One of the advantages of studying at the UW is being able to take courses in Dutch. Although the study of Dutch linguistics and literature has steadily expanded at major American universities in recent years, many universities do not offer this language. Since Dutch is a Germanic language—linguistically related to both German and English—and since Dutch culture and literature have always had close ties to a number of international cultures, Dutch is a logical choice as an additional language for American students of German language, literature and culture, and for those from a range of other majors.

See our website at [http://german.lss.wisc.edu/dutch](http://german.lss.wisc.edu/dutch). Note that 111 meets four days a week (not on Fridays).

**Required textbook:**

Please note that the publisher may be changing to a “package” model in the near future in which #2 below would be included with #1. Please don’t purchase the site license twice.

1. *Code Plus Takenboek / Deel 1 0-A1*
   - *Basisleergang Nederlands Voor Anderstaligen*
   - Paperback | 2012
   - ISBN 9006814350
   - **€18,00** EAN: 9789006814316

2. Site license—you may wish to attend the first day of class first. Select A or B:
   - A. for first semester only:
     - CODE Plus cursisticentie deel 1 (0-A1)
     - **€18,00** EAN: 9789006814316
   - Or
   - B. For the whole year (at a discount):
     - CODE Plus cursisticentie deel 1&2 (0-A2)
     - **€30,00** EAN: 9789006814330

**Recommended books:**

Dutch/English, English Dutch dictionary. Students often ask about dictionaries. You need to make sure that you select one that indicates the genders of Dutch nouns. These two do:


less expensive:
NOTE: Verify availability of sections using online timetable!!

203: Third Semester German, 4 cr.
Lec 1, MTWR, 8:50
Lec 2, MTWR, 9:55
Lec 3, MTWR, 11:00
Lec 4, MTWR, 12:05
Lec 7, 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.
http://german.lss.wisc.edu/new_web/?q=node/153

Required textbooks:
Augustyn and Euba, Stationen, 2nd edition, Cengage 2012 & matching QUIA code (for access to required on-line student activities). Purchase textbook with QUIA code or purchase QUIA code separately if buying a used textbook.

Recommended textbooks:

NOTE: Verify availability of sections using online timetable!!

204: Fourth Semester German, 4 cr.
Lec 1, MTWR, 9:55
Lec 3, MTWR, 11:00
Lec 4, MTWR, 12:05
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 in 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.

http://german.lss.wisc.edu/new_web/?q=node/154

**Required textbooks:**
Augustyn and Euba, *Stationen*, 2nd edition, Cengage 2012 & matching QUIA code (for access to required on-line student activities). Purchase textbook with QUIA code or purchase QUIA code separately if buying a used textbook.

**Recommended Textbooks:**

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213: Third Semester Dutch, 4 cr.
Lec 1, MTWR, 1:20
Prerequisites: Dutch 112 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.
(Also offered as 313 for graduate students).

See description for First Semester Dutch - German 111.
Note that 213 meets four days a week (not on Fridays).

**Required textbook:**
Please note that the publisher may be changing to a “package” model in the near future in which #2 below would be included with #1. Please don’t purchase the site license twice.
1. *CODE plus Takenboek / 3 A2-B1*  
   Paperback | 2012  
   ISBN 9006814377  
   Please note that this is the book for the Third AND Fourth-Semester Dutch classes (German 213-214).
2. Site license—you may wish to attend the first day of class first.  
   CODE Plus cursistlicentie deel 3 (A2-B1)  
   €40.00 EAN: 9789006814309

**Recommended books:**


235: Dutch Conversation and Composition, 3 cr.  
MWF 8:50  
Prerequisites: German 214 or consent of instructor.  
Please contact jvtaylor@wisc.edu with any questions.  
(Also offered as 335 for graduate students).  
Language of Instruction: Dutch.

The aim of “German” 235 is to develop the student’s ability to speak and write in Dutch on everyday matters, current events, and academic topics through daily oral work (in-class discussions and presentations) and regular essays. This course employs a multimedia approach. It not only reinforces the skills practiced in Fourth Semester Dutch, but also helps students to work on more advanced structures, and to fine-tune one’s vocabulary to include more formal registers such as academic language, as well as the rich idioms and proverbs which make Dutch such an interesting language to learn. The final grade is based on the following components: class participation, essays, quizzes, one or more presentations, oral and written exams.  
Course language is Dutch; excellent preparation for study or research abroad in the Netherlands or Flanders.  
Please note that the publisher may be changing to a “package” model in the near future in which #2 below would be included with #1. Please don’t purchase the site license twice.  
1. *Code Plus Takenboek 4*  
2. Code Plus 4 cursistlicentie  
ISBN not currently available; please check back later or email jvtaylor@wisc.edu

245: Topics in Dutch Culture: Immigration/Emigration in the Low Countries, 3 cr.  
Taylor, MW 2:30-3:45  
Prerequisite: None; no previous knowledge of the Low Countries required.  
Language of instruction: English.  
Please contact jvtaylor@wisc.edu with any questions.  

**Description:** Immigration is a topic of great import in Europe (and the United States) in our time. This course will offer a sense of perspective by looking at the record of migration and cultural contact in the Low Countries throughout the ages, including in the times of the Germanic Tribes, the Romans, the Burgundian Period, the migrations of the Dutch Revolt and the Golden Age, the colonial periods, the Nineteenth and Twentieth Centuries, and up to the present, with its extensive political, cultural and religious implications.  
We will look at migration from multiple points of view: the causes, the way immigrants were received, to what extent they assimilated, what factors tended to help them assimilate – and what factors affected their acceptance by the local population. Our
approach will be multi-disciplinary: the course will use evidence from linguistics, (social) history, literature, art history, archaeology, film, and others.

**Textbooks: TBA**

In addition to the textbooks ordered by the bookstores, additional material will be available in Learn@UW.

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

**249: Intermediate German – Speaking and Listening. 3 cr.**

Lec 1, MWF, 9:55
Lec 2, MWF, 12:05
Lec 3, MWF, 1:20

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 millouden@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% \( \Rightarrow \) 40%
12 homework exercises @ 2.5% \( \Rightarrow \) 30%
10 personal dictionary installments 12%
preparation before and participation during class 10%
five-minute oral presentation (Referat) 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.

NOTE: Verify availability of sections using online timetable!!

258: Intermediate German – Reading, 3 cr.
Lec 1, MWF 9:55
Lec 3, MWF 11:00, Schueller
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 249 and German 262.
Open to Fr.
Language of instruction: German.
Please contact jmschuel@wisc.edu with any questions.

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.

NOTE: Verify availability of sections using online timetable!!
262: Intermediate German – Writing, 3 cr.
Lec 1, TR 9:30-10:45, Chavez
Lec 2, TR 11-12:15
Lec 3, TR 1-2:15
Prerequisites: German 204 or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 249 and German 258.
Open to Fr.
Language of instruction: German.
Please contact mmchavez@wisc.edu with any questions.

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>10 single-authored pieces, each representing a genre</td>
<td>30%</td>
</tr>
<tr>
<td>1 collaborative <em>Drehbuch</em> (film script)</td>
<td>=&gt; 10%</td>
</tr>
<tr>
<td>day-to-day written homework</td>
<td>=&gt; 25%</td>
</tr>
<tr>
<td>4 vocabulary and text-editing quizzes @ 3%</td>
<td>=&gt; 12%</td>
</tr>
<tr>
<td>2 read-alouds of student-authored texts (3%, 5%)</td>
<td>=&gt; 8%</td>
</tr>
<tr>
<td>final project with self-assessment</td>
<td>=&gt; 5%</td>
</tr>
<tr>
<td>preparation before and participation in class</td>
<td>=&gt; 10%</td>
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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.

**LT 270: German Women Writers in Translation,**
“Love and Violence,” 3 cr.
Klocke, TR 11-12:15
Prerequisites: Open to freshmen. Not open to students who are taking or have taken German 302 or above. Fulfills the humanities breadth requirement and literature requirement.
Language of instruction: English
Please contact sklocke@wisc.edu with any questions.

Do you like reading novels? Are you particularly interested in reading novels by women? Would you like to learn more about German women’s writing? This term, German Women Writers in Translation focuses on the topic of “Love and Violence.” We will read various contemporary novels on that subject, all written by women with diverse backgrounds. For example, you will become familiar with women writers from East Germany and from West Germany, which means that some of them were socialized in the socialist German Democratic Republic while others were raised in the more capitalist Federal Republic of Germany. Other women writers we read migrated to Germany from Turkey or Russia, and now write in German. Many of the books we want to discuss have won prestigious prizes, and all of them will allow you to expand your horizon with regards to German culture as well as the question: What does it mean to write as a woman? And how does your cultural background influence your writing? In addition to the novels (all easily available in the USA), we will read short texts about women’s writing, gender theory, and narrative texts. All of these will be provided at Learn@UW.

**Evaluation:** Attendance; Participation; Presentation/Group Discussion; Short Essays
Required texts:
1. Alina Bronsky, *Broken Glass*
2. Jenny Erpenbeck, *Visitation*
3. Julia Franck, *Blindness of the Heart*
4. Emine Sevgi Özdamar, *The Bridge of the Golden Horn*
5. Antje Ravic Strubel, *Snowed Under*
6. Juli Zeh, *Eagles and Angels*
(Any edition of these texts can be used in this class.)

274/284: Introduction or Honors Introduction to German Literature, 6 cr.
Eldridge, MWF 10:00-12:00
Prerequisites: German 204 OR German 249, OR placement at 5th-semester level and consent of instructor.
Open to Fr
Language of instruction: German
Please contact heldridge@wisc.edu with any questions.

What is it that makes literary texts special – intriguing – challenging? This course provides a thorough introduction to the study of literary texts: their analysis, their interpretation, and their cultural and historical context. We will read prose fiction, poetry, and drama (the three major genres of literature) – from the 18th through the 21st century.
Meeting three times a week for 2 hours of intense group discussion, you will become familiar with texts by such authors as Lessing, Goethe, Kleist, Rilke, Kafka, Brecht, and Bachmann. In addition to famous and classical texts, we will read fairy tales, letters, diary excerpts and view film versions of selected works, as well as experiment with adapting works between genres. Our work with these texts will include discussing different approaches to and functions of literature.
You will have the opportunity to work on your writing through several papers spaced throughout the class; a midterm exam will test preparation and comprehension; participation and preparedness are key parts of evaluation.

Course aims:
* Students will gain knowledge of major periods in German literature from 1750 to the present.
* Students will become aware of how German literature responded to contemporary events or issues and, conversely, how literature has shaped and influenced both past and present-day German culture.
* Students will be familiar with the canon of German authors from the same.
* Students will be able to approach the 3 main genres of literature (drama, lyric, prose) in different ways appropriate to each.
* Students will become attentive to aesthetic form within and across genres and gain the ability to discuss formal attributes of drama, lyric, and prose.
* Students will improve their German vocabulary for describing, discussing, and writing about literature.
* Students will improve their general German language abilities in the areas of writing, reading, listening, and speaking.

Required Texts:
Mann, Thomas: *Der Tod in Venedig.* ISBN: 3596112664
This course deals with nineteenth- and twentieth-century texts by German-American writers, whose fiction or non-fiction works concern their views on immigration, events such as the Civil War, or conditions in America as experienced by the German-born and their descendants. Most of the texts were written in German and originally published abroad; their purpose was to explain life in America to those who lived elsewhere. For modern American readers, they add a unique perspective to our understanding of this country.

Authors to be considered include Gottfried Duden, Friedrich Kapp, Carl Schurz, Mathilde Franziska Anneke, Ottilie Assing, Charles Sealsfield, Friedrich Gerstäcker, Otto Rrippius, A. R. Hohlfeld, and others.

**Required work:** reading, discussion, an oral presentation, one midterm and one final exam, and a paper.

**Objectives:** to explore the contributions of America’s German-language writers.

**Required texts:** one course packet to be purchased at a local copy shop, and two or three texts to be purchased through local bookstores. A number of the texts have been digitized and are available online.

Franz Kafka (1883 – 1924) is an author whose impact on world literature cannot be overestimated. Born an Austrian Jew and living in the German-speaking Diaspora of Prague, he spent his days making a living as a successful employee of an insurance company and his nights desperately trying to create fiction that met his own exacting expectations. Constantly at odds with the demands of his family, friends, and fiancées/female acquaintances and plagued by poor health, Franz Kafka struggled his entire life long to reconcile the irreconcilable: life and writing. He published only very few texts during his lifetime and on his death bed he asked his friend Max Brod to burn all remaining manuscripts—a last will which Brod did not execute.

Kafka is an “international” author of a new type of “world literature,” the quality of which is irrefutable yet challenges traditional approaches and standard modes of reading. It is perplexing: We understand the words and sentences of Kafka’s texts, but when it comes to envisioning the universe therein and the texts’ internal logic, we encounter almost
insurmountable barriers. Similar to Kafka’s characters, who are losers from the outset, the readers of Kafka’s texts seem doomed to fail in their attempts to understand this uncanny world, created out of common language. And here lies the uncomfortable paradox: We may understand his texts but we struggle to follow their logic and the mysterious world created by them. Even when our imagination and comprehension fall short of grasping the textual world we remain mesmerized by it. Thus, Kafka’s texts demand a transdisciplinary and comparative approach.

Kafka’s texts forged a new level and quality of literature that has triggered innumerable responses in many languages, media, and discourses, and the term *KAFKAESQUE* makes clear that the type and dimension of Kafka’s texts have been perceived as strange, uncanny, and resistant to any classification. In the attempt to adopt or imitate the Kafkaesque, other authors situate themselves in the literary tradition of the uncanny, which in part relies on the mystified city of Prague with its long Jewish tradition, as well as on the tradition of Romantic and ‘Gothic’ texts.

In this course, we will read a wide selection of texts by Franz Kafka in order to approach an understanding of his universe and prepare ourselves to view this universe in comparison with other contemporary authors as well as authors from other cultures and eras (N. Gogol, W.G. Sebald, T. Pynchon, H. Mulisch, P. Roth). Lectures will also highlight literature, film, and art works in the tradition of the Kafkaesque. There will be a midterm and a final exam. A small number of short writing assignments may be required.

**Course web site:** [http://wisc.academia.edu/HansAdler/Teaching-Documents](http://wisc.academia.edu/HansAdler/Teaching-Documents)

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**Lit Trans 326 (FIG): Topics in Dutch Culture: Anne Frank–Cracking the Diaries, Confronting the Holocaust. 3 cr.**

**Taylor, MWF 12:05**

Prerequisite: This class is open only to first-year students who enroll in a FIG (First-Year Interest Group): see [http://www.lssaa.wisc.edu/figs/](http://www.lssaa.wisc.edu/figs/) for additional information.

Language of instruction: English.

Please contact jvtaylor@wisc.edu with any questions.

**Topic and approach:**

Anne Frank counts as one of the most widely read writers in recent world history, and yet some wonder whether she should be called a writer. Her work is widely loved. It has been the inspiration for many other cultural artifacts and institutions: editions; biographies; works of fiction and non-fiction; plays; autobiographies (e.g. by friends of Anne Frank); scholarly research: literary -, cultural -, historical -, as well as research in the various sciences of manuscript authentication; exhibitions; museums; foundations. In this course, we will study the context in which the *Diaries* were written, and consider the various ways in which they were received. We will look at what was done with the *Diaries* and with Anne Frank: how they have been read, interpreted, used, and argued about. We will engage in critical thinking, asking not just: what? but also: why? Most importantly of all, we will take Anne seriously as a writer by reading her works (the *Diaries* and other short texts) attentively. And then we will also think about the nature of literature: is what Ms. Frank wrote literature? Why, or why not?

**Learning outcomes:**

In this course, you will learn about the history of Jewish communities in the Netherlands, and about one family in particular; you will become familiar with Anne Frank’s writings and with a range of receptions of her work, you will think about what distinguishes literature from non-literary text, and what constitutes “quality” in literature. You will also learn about the Netherlands. In the process, you will have an opportunity to work on
honoring intellectual skills that prepare you for twenty-first-century challenges including:
skills of inquiry and analysis, critical thinking, written and oral communication,
intercultural knowledge, ethical reasoning, and knowledge of human cultures. To that
end, we will together practice reading thoughtfully, asking questions (and answering
some of them), thinking and evaluating, reading, writing (both individually and in online
discussions), and making brief presentations.

**Required text:**
David Barnouw and Gerrold van der Stroom, editors: *The Diary of Anne Frank. The

### 337: Advanced Composition and Conversation, 3 cr.
**Klocke, TR 9:30-10:45,**
Prerequisites: German 249, 258, and 262; or 249 and 274 or 284; or consent of
instructor. May be repeated only once for credit.
Language of instruction: German
**Please contact** sklocke@wisc.edu with any questions.

Dieser Kurs setzt fortgeschrittene Kenntnisse voraus. Ziel ist es, das Lesen - Hören -
Sprechen - Schreiben in unterschiedlichen Situationen und Kontexten zu trainieren.
Dazu dienen Diskussionen über aktuelle Themen, Aufsätze und gezielte Stilübungen,
Wortschatzübungen sowie Wiederholung ausgewählter Grammatikkapitel. Behandelt
werden unterschiedliche Textsorten, unter anderem Erzählung, Bericht, Zeitungsartikel,
Werbung, verschiedene literarische Texte, Alltagsgespräche und formelle
Gesprächssituationen, Interview und Rede. Neben den anzuschaffenden Büchern
(Grammatik und Wörterbuch) dienen diverse Texte, die auf learn@uw zugänglich
gemacht werden, als Grundlage für den Kurs.

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

**Required texts:**
1. J. Rankin, L. Wells (eds.) *Handbuch zur deutschen Grammatik.* Heinle, 2010. 5th
dition. ISBN: 1439082782 (The previous edition may be used if already owned.)
2. A good German-English Dictionary.

### 351: Introduction to German Linguistics, 3 cr.
**Louden, TR 11-12:15,**
Prerequisites: German 249, 258, and 262; or 249 and 274/284; open to undergraduates
Language of instruction: German
**Please contact** millouden@wisc.edu with any questions.

**Description:** In this course students learn to analyze how sounds, words, and
sentences are formed in German and how these structures vary regionally. The focus in
the first half of the course is mainly on the sounds of German: how they are produced
and how we transcribe them. We then consider how these sounds have changed over
the history of German as reflected in both the standard language and modern dialects.
This half of the course wraps up with a week devoted to learning about where German
personal, family, and place names come from. In the second half of the course we look
at a number of productive processes involved with the formation of German words. Many
of the examples we consider are words that have entered the language in the last twenty
years. We then look at how words are combined to form phrases and sentences in
German. The course concludes by examining three topics dealing with distinctive use of vocabulary: “Nazi language,” youth speech, and what is popularly known as “Denglisch,” English-influenced German.

The final grade is determined as follows: 10 Übungen (practice assignments) 20%; 10 Hausaufgaben (50%); 3 in-class quizzes (30%).

There is no text required for purchase for this course.

362, Lec 1: German-American Writers and Their Texts, 3 cr.

Kluge, MWF 11:00

Prerequisites: German 249, 258, and 262; or the equivalent.

Counts as a humanities course

Language of Instruction: German

Please contact Cora Lee Kluge, clnollen@wisc.edu with any questions.

This course deals with the German theater in the United States—its history, its traditions, its productions, its rise and eventual decline—with the focus on the German-language theater companies of New York and Milwaukee. Recognized internationally in their heyday as being among the top American theaters performing in any language, these companies were praised for their artistic excellence, their cosmopolitanism, and their groundbreaking repertoire. Readings will include German and German-American plays that were performed, newspaper reports and reviews, and secondary literature on the subject.

Required work: reading, discussion, an oral presentation, one midterm and one final exam, and a paper.

Objectives: to deepen our understanding of the theater as an important part of German-American society, and to highlight the contributions of the German-language theater in America to the development of this country’s entertainment industry.

Required texts: a course packet to be purchased at a local copy shop.

372, Lec 1: Deutschsprachige Lieder

James, MWF 9:55

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

Language of instruction: German

Please contact cjjames@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 include 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 2: Migration, Literatur, Kultur, 3 cr.**
**Mani TR 1:00-2:15**

Prerequisites: German 249, 258, 262 or German 249 and 274 or 284; recommended: German 337

Students taking this course at the Honors level should register for German 385.

Language of instruction: German

Please contact bvmani@wisc.edu with any questions.


**Anforderungen:** Aktive Teilnahme (Lesen und Diskutieren): 25%
Referat: 5%
2 Aufsätze: 20%
Mid-Term Prüfung: 25%
Final Prüfung: 25%

**Honors credit** (register under course number 285): Seminararbeit (10-12 Seiten + Literaturverzeichnis; verbesserte und erweiterte Fassung von einem der 2 Aufsätze).

**Texte:** Verfügbar am Learn@uw [course website]

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**372, Lec 3: Natur und Umwelt – Grünes Deutschland, 3cr.**
**Moedersheim, MW 4-5:15** (meets with honors seminar 385)

Prerequisites: German 249, 258, and 262; or German 249 and 274 or 284; recommended: German 337; or consent of instructor

Language of instruction: German (Intermediate to Advanced Level)

Please contact Sabine Moedersheim (german.lss.wisc.edu/~smoedersheim) with any questions.

Die deutschsprachige Kultur und Literatur kennt eine lange Tradition der Auseinandersetzung mit den Konzepten von Natur und Umwelt. Gegenwärtig ist Deutschland führend in Umwelttechnologie und Konzepten von Nachhaltigkeit,

Required texts: Course reader will be made available online
Course website: http://german.lss.wisc.edu/~smoedersheim/gr372

385: Junior Honors Seminar (meets with 372 Lec 2), 3 cr.
Mani TR 1:00-2:15
Prerequisites: German 249, 258, 262 or German 249 and 274 or 284; recommended: German 337

Please see course description for German 372 Lec 2: Migration, Literatur, Kultur.
Additional requirements for students taking this course at the Honors level:
Seminararbeit (10-12 Seiten + Literaturverzeichnis; verbesserte und erweiterte Fassung von einem der 2 Aufsätze).

391: German for Graduate Reading Knowledge, 3 cr.
Calomino, TR 9:30-10:45
Prerequisites: senior or graduate student
Language of Instruction: English
Please contact calomino@wisc.edu or SCalomino@aol.com with any questions.
Regular attendance is expected (or contact via email or telephone if attendance not possible)
Please note the following guidelines on academic honesty:
http://students.wisc.edu/saja/misconduct/UWS14.html#points

This course is intended for those who wish to develop primarily reading skills in German. A thorough presentation of German grammar will be coupled, from the start, with regular practice in reading and translation. Various levels of academic prose will be covered with a twofold goal: participants will develop skills at comprehension in reading expository German in general; individuals will have the opportunity to begin reading German in their own research areas as well.

Required texts:
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)
411: Kultur des 20. Jahrhunderts, 3 cr.
Klocke, TR 2:30-3:45
Prerequisites: German 249, 258, and 262; or 249 and 274 or 284; or consent of instructor
Language of Instruction: German
Please contact sklocke@wisc.edu with any questions.

Is there something specific about the “German experience” of the 20th century? And if so, how do cultural productions (literature; film; art; music) reflect these specificities as well as the political and historical realities such as two world wars, the division of Germany, its unification, globalization, and migration? These and other questions will be central to the course German 411, which aims to offer a deeper understanding of the German-speaking world in the 20th and early 21st centuries. We will consult a great variety of authors, watch and discuss several films, listen to music, and consider art. Texts we will read include literary and historical texts, central texts from German sociologists, and art history. Since in 20th and 21st century German culture, both normative and deviant concepts of gender, sex, and race have played an increasingly significant role in identity politics, all texts will be discussed within the theoretical frameworks of gender politics, nationalism, exile and migration, identity, and notions of the self and other.

Evaluation: Attendance; active participation; midterm; in-class presentation; final exam (take home).

Required texts: Texts will be made available through Learn@uw.

445: Topics in Dutch Culture: Immigratie/Emigratie in de Lage Landen, 3-4 cr.
Taylor, MW 2:30-3:45. Dutch language DISC T 2:25-3:15
German 214 or 314 or consent of instructor
Taught in English three hours a week (meets with German 245) plus a small-group discussion in Dutch one hour a week. Reading and written assignments are in Dutch. (This course is also offered for graduate students as German 645).
Please contact jvtaylor@wisc.edu with any questions.

(See course description for 245).

650: History of the German Language, 3 cr.
Salmons, 12:05
Prerequisites: Senior standing or consent of instructor
Language of instruction: English
Please contact jsalmons@wisc.edu with any questions; also, see http://joseph-salmons.net.

This course introduces you to the field of German historical linguistics, including basic research methodologies. The course involves extensive hands-on work with data of many kinds. We’ll examine the origins and development of the German language, from prehistory to the present day, with attention to both structural aspects (sounds, word forms, sentence structures), and how they have evolved in changing cultural and social settings. In the later parts of the course, we’ll discuss the development of a standard language and its relationship to regional and social varieties.

Requirements: participation, homework and exercises, midterm, final (take-home), short
writing assignments.


Course website: We will use Learn@UW for some purposes, but PowerPoints, handouts and readings, homework assignments, text samples, additional readings, and so on will be available at [www.historyofgerman.net](http://www.historyofgerman.net)

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**655: (meets with CommArts 655): German Film**

Silberman, Lecture, MW 1-2:15; Film Screenings, M 6-8:30

Prerequisites for German credit one 300 level course or above or consent of instructor; for Com Arts credit Com Arts 350

Honors available (see instructor)

Language of instruction: English

Please contact mdsilber@wisc.edu with any questions

The course presents a synoptic view of the German cinema from the beginnings in 1895 up through contemporary films. At least one feature-length film will be screened each week (on Monday evenings) as the basis for introducing major trends in the German cinema: the pre-WWI “cinema of attractions,” Expressionist style of the 1920s, the social film of the late Weimar period, propaganda and entertainment cinema of the Third Reich, postwar cinema in East and West Germany, New German Cinema of the 1960s and 1970s, etc. Our work will concentrate 1) on the cultural background that distinguishes the historical development of the German cinema from other European national cinemas and 2) on the analysis of aesthetic strategies in individual films. We will be concerned with ways in which the movie industry and specific films responded to cultural changes in Germany and influences from around the world during the past 100 years.

The course format will consist of a weekly lecture/discussion on Monday afternoon to consider the assigned readings and present background on a period, issue, genre, and/or particular film. The screening pertinent to the lecture will always be on that Monday evening, followed by a student-led discussion of the screened film on Wednesday afternoon. Written work includes three short, 3-4 page papers on topics defined by the instructor. The final 15-page paper will be the original presentation and analysis of an entire film chosen by the student but not screened in class. No mid-term or final examination is anticipated, so attendance at class lectures/discussion is absolutely essential and participation in class discussion is predicated upon having screened the films each week.

This course is taught in English. Graduate students will be expected to write a more extensive research paper for graduate credit.

**Required texts:**


Additional readings posted at the course website

**Recommended text:**

David Bordwell and Kristin Thompson, *Film Art: An Introduction* (any edition)

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**677: Seminar in German Literature: Wiener Moderne, 3 cr.**

Moedersheim, T 4-6:30

Prerequisites: German 337 and two additional advanced German courses or consent of
Instructor
This is the capstone majors’ seminar for seniors.
Language of instruction: German (advanced level).
Please contact Sabine Moedersheim (smoedersheim@wisc.edu) with any questions.


Texte: werden online zur Verfügung gestellt
Webseite: http://german.lss.wisc.edu/~smoedersheim/gr677wm/

683: Senior Honors Seminar (meets with 677), 3 cr.
Moedersheim, T 4-6:30
Prerequisites: German 337 and two additional advanced German courses or consent of Instructor
This is the capstone majors’ seminar for seniors.
Language of instruction: German (advanced level).
Students registering for 683 please contact Sabine Moedersheim for additional honors requirements (smoedersheim@wisc.edu).