Undergraduate Course Descriptions
Spring 2015

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.

267: Yiddish Song and the Jewish Experience, 3-4 cr.
270: Language and Immigration in Wisconsin, 3 cr. (Currently listed in Course Guide under German 278 until new course number becomes available)
271: The German Immigration Experience, 3 cr.
272: Nazi Culture, 3 cr.
276: Tales of the Brothers Grimm: From the Nation to the World
279: Yiddish Literature & Culture in America, 3 cr.
325: Topics in Dutch Literature: The Family, Secrets
337: Advanced Composition and Conversation, 3 cr.
352: Topics in German Linguistics, 3 cr.
362: Topics in German Literature, 3 cr.
372: Topics in German Culture, 3 cr.
411: Kultur des 20. Jahrhunderts, 3 cr.
644: Theory and Practice of German Drama, 3 cr.
651: Introduction to Middle High German, 3 cr.
676: Advanced Seminar in German Studies, 3 cr.

Literature in Translation:
LT 276: Tales of the Brothers Grimm
LT 279: Yiddish Literature & Culture in America, 3 cr.
LT 326: Topics in Dutch Literature: The Family, Secrets

(Please scroll down for full descriptions and textbook information)
Guide To Selecting Courses For The Major / Certificate

• Students who complete 101, 102, or 203 should continue to the next course in the sequence, that is, 102, 203, or 204.
• Students who complete 204 are eligible to take any one of the following “2xx” courses:
  258 Intermediate German: Reading
  262 Intermediate German: Writing
  249 Intermediate German: Speaking and Listening

Note that 9 credits of coursework at this level may be applied to the 15 total credits required for the certificate. Nine 2xx credits are also required as prerequisites for the major or to take courses at the 300-level. Students may take either (a) 249, 258, and 262; or (b) 274/284 and 249 (274/284 counts as the equivalent of 258 and 262 and is offered only in fall semesters). Unlike 101–204, 2xx courses may be taken in any order and simultaneously.
• Students who complete 9 credits of 2xx are eligible to take any of the following courses:
  337 Advanced Composition and Conversation [H]
  352 Pennsylvania German Language and Culture [H]
  362/385** Autobiografien: Das Ich erfinden [Honors students enroll under 385]
  372 (Lec. 001) German-Americans and World War I [H]
  372 (Lec. 002) Grünes Deutschland [H]
  411 Kultur des 20. Jahrhunderts [H]
  651 Introduction to Middle High German

All these courses are taught in German, except for 651, which is taught in English with some translation into German. 337 is required for the major and may be repeated once for credit.

**385 requires completion of 284, 302, 303, or 305, or consent of instructor. Students may receive degree credit for either 362 or 385 but not both.

• The following additional courses are open to students who have the prerequisites listed in parentheses.
  Any questions about prerequisites should be directed to the instructors.
  644 Theorie und Praxis des deutschen Theaters (at least one 300-level literature course, strong language proficiency) [H]
  676 Gutenberg-Galaxis (337 or one other 300-level course) [H]
  768 North Sea Germanic (650 or equivalent in Scandinavian Studies or English)

Either 644 or 676 will fulfill the senior capstone requirement for the major. 352, 644, and 676 are taught in German; 768 is taught in English.

• All students may take the following courses:
  267 Yiddish Song and the Jewish Experience [Ethnic Studies, Comm B option available]
  270 Language and Immigration in Wisconsin [Comm B option available]
  271 The German Immigration Experience
  272 Nazi Culture
  276 (also LT 276) Tales of Brothers Grimm: From Nation to the World
  279 (also JS 279/Lit Trans 279) Yiddish Literature and Culture in America [Ethnic Studies]

Lit Trans 326 Families and Secrets in Dutch Literature and Film

These courses are taught in English and not applicable to the Certificate in German but may be counted toward the major as cognate courses. Majors are permitted to take up to 9 credits of cognate courses, which are German- or European-studies-themed courses taught in English.

Courses marked with “[H]” may be taken for Honors. Any questions regarding specific courses should be directed to individual instructors; for all other questions regarding the undergraduate program, contact Prof. Mark Louden (mllouden@wisc.edu).
101: First Semester German, 4 cr.
Section information: please refer to MyCourseGuide
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 texts:
Lovic, Guy, and Chavez. Vorsprung, 3rd edition (Cengage) and bundled e-book license (access to iLrn). Check the course Learn@UW site for information on options for purchasing the required materials.

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

102: Second Semester German, 4 cr.
Section information: please refer to MyCourseGuide
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 texts:**
Lovik, Guy, and Chavez. *Vorsprung, 3rd edition* (Cengage) and bundled e-book license (access to iLrn). Check the course Learn@UW site for information on options for purchasing the required materials.

**Recommended texts:**

### 112 Second Semester Dutch 4 cr.
**Section information:** please refer to MyCourseGuide
Prerequisites: Dutch 111 or cons inst. Open to Fr
Please contact jvtaylor@wisc.edu with any questions.
(This course is also offered for graduate students as German 312.)

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 or areas of interest.

**Required texts:**
If purchasing second-hand book please contact jvtaylor@wisc.edu for advice.

### 203: Third Semester German, 4 cr.
**Section information:** please refer to MyCourseGuide
Prerequisites: German 102 or appropriate score on the placement exam.
Open to First-Year Students.
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 texts:**
Augustyn and Euba, *Stationen, 3rd edition* (Cengage) and bundled e-book license (access to iLrn). Check the course Learn@UW site for information on options for purchasing the required materials.

**Recommended texts:**

**204: Fourth Semester German, 4 cr.**

*Section information: please refer to MyCourseGuide*
Prerequisites: German 203 or appropriate score on placement exam.
Open to First-Year Students.
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 texts:**
Augustyn and Euba, *Stationen, 3rd edition* (Cengage) and bundled e-book license (access
to iLrn). Check the course Learn@UW site for information on options for purchasing the
required materials.

**Recommended texts:**
Cecile Zorach and Charlotte Melin. *English Grammar for Students of German*. Olivia & Hill

**214 Fourth Semester Dutch, 4 cr.**
*Section information: please refer to MyCourseGuide*
Prerequisites: Dutch 213 or 313 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.
(This course is also offered for graduate students as German 314.)

**Required texts:**
*Code Plus Cursistenpakket deel 3 A2-B1, Meulenhoff; ISBN 9789006815177,*
Which most students will already have from previous semester.

**249: Intermediate German - Speaking and Listening, 3 cr.**
*Section information: please refer to MyCourseGuide*
Prerequisites: German 204, appropriate score on the UW System German placement test,
or consent of instructor. This course can be taken subsequent to, prior to, or concurrent
with German 262 and German 258.
Open to First-Year Students.
Language of instruction: German.
Please contact mllouden@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%
final pronunciation assignment 5%
preparation before and participation during class 5%
five-minute oral presentation (Referat) 10%

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

**258: Intermediate German – Reading, 3 cr.**
**Section information: please refer to MyCourseGuide**
Prerequisites: German 204, appropriate score on the UW System German placement test, or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 249 and German 262.
Open to First-Year Students.
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:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly graded assignments</td>
<td>40%</td>
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<tr>
<td>3 Tests (no final exam)</td>
<td>40%</td>
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<tr>
<td>Preparation (reading homework) &amp; class participation</td>
<td>20%</td>
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**Required texts:**
A photocopied course reader (available at the UW Bookstore)
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.**
**Section information: please refer to MyCourseGuide**
Prerequisites: German 204, appropriate score on the UW System German placement test, or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 249 and German 258.
Open to First-Year Students.
Languages of instruction: German and English.
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:
10 single-authored pieces, each representing a genre ⇒ 30%
1 collaborative Krimi (detective story) OR Tonaufnahme (voice layover of a video of your choice) ⇒ 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

**267 (meets with Jewish Studies 319, Music 319): Yiddish Song and the Jewish Experience, 3-4 cr.**
**Potter, M 12:05-12:55 (plenary session), W 12:05-12:55 (optional Comm-B sections)**
Prerequisites: None. Does not fulfill foreign language requirement and cannot be applied towards German major but may be counted toward the major as cognate course.
Open to Freshmen. Fulfills Ethnic Studies requirement, Comm-B option available.
Language of instruction: English
Please contact pmpotter@wisc.edu with any questions.

The format of this course is blended: students will work through on-line modules and discussion forums on their own and meet once a week for in-class activities in the multifunctional WisCEL classroom. Those who opt for Comm-B will attend an additional section and receive 4 credits. Using the medium of Yiddish song to explore the culture and history of Jews in the diaspora, we will focus on their experience as a minority first in Europe and then in the United States. Facing discrimination, oppression, and marginalization on both sides of the Atlantic, Jews used Yiddish song as a vehicle to express their pain as well as their pride. The goals of this course are to increase students’ capacity to value the unique qualities of Yiddish song as a reflection of the Jewish experience by appreciating the depth of expression conveyed in its sounds and its lyrics, as well as to gain insight into the process of immigration and acculturation in the United States from the perspective of a persecuted group, the challenges it faced in confrontation with new forms of discrimination and marginalization, and the outlet this group found in the performing arts for documenting their struggles and for finding a creative niche in their new surroundings.

**Required texts:**
None.
**Recommended texts:**
None.
270: Language and Immigration in Wisconsin, 3 cr.
Currently listed in Course Guide under German 278 until new course number becomes available
Salmons, MWF 1:20
Prerequisites: None; there are Comm B and non-CommB sections
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. How and when did these immigrants and their descendants learn English and when and why did they begin to speak only English? How have immigrants shaped how English is spoken in the state? We will do hands-on, original 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 structure, drawing on local histories, archival data, Census records and audio recordings and there are opportunities to do fieldwork in communities across the state and the region.


271: The German Immigration Experience, 3 cr.
Kluge, TR, 11:00–12:15 a.m.
Prerequisites: Open to Freshmen. Does not fulfill foreign language requirement and cannot be applied towards German major. Repeatable for credit with different topic.
Language of instruction: English.
Open to freshmen. No German required. Counts as a humanities course and, for German majors, may be taken as one of the required cognate courses.
Please contact clnollen@wisc.edu with any questions.

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

Required texts:
Three course packets to be purchased at a local copy shop.
272: Nazi Culture, 3 cr
Silberman / Hermand, TR 4:00 – 5:15 pm
Prerequisite: Open to first-year students, counts toward the Humanities breadth requirement and as a cognate course for German majors
Language of instruction: English
Please contact mdsilber@wisc.edu with any questions.

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 its 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 both the small ‘c’ culture of everyday life and the more traditional domains of high and low culture: religion and youth education, the “camp system” and fascist environmentalism, propaganda and entertainment films, music and theater, art and architecture, literature and consumer culture. 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 – original articles and excerpt from documents of the Third Reich – are in English translation. There will be several reading quizzes as well as a mid-term and final examination with essay questions. Students may choose to write an extra credit paper as well.

Required text:
Anson Rabinbach and Sander Gilman, eds., The Third Reich Sourcebook (University of California Press, 2013) $65.00 pb 9780520276833

Recommended text:

Course website: learn@uw (available one week before classes begin)

276 (meets with Lit Trans 276): Special Topics in German and World Literature/s:
Tales of the Brothers Grimm: From the Nation to the World, 3 cr.
Mani, TR 9:30-10:45
Prerequisites: Open to Freshmen; Counts toward Literature Breadth requirement/Liberal Arts & Science credit in L&S Intermediate. Can be applied to German major as a cognate course.
If you are interested in expanding your knowledge of literature through an engagement with fairy tales, this is a course for you. The purpose of this course is to examine fairy tales, as they travel around the world and transform through historical periods and cultural contexts. At the center of the course are the famous fairy tales of Jacob and Wilhelm Grimm. The course begins with the collection and publication of fairy tales in German by the Grimms in the early 19th century, a period marked by political nationalism and literary romanticism on the one hand, and Goethe’s concept of Weltliteratur (world literature) on the other. The tales selected for the course will be framed in the context of German national literature as well as world literature. We will follow multiple retellings of fairy tales through various literary traditions and media adaptations.

Our readings and discussions will focus on social, cultural, political, and gendered aspects of Grimms’ tales, as well as those by other German authors such as Bettina von Arnim, Clemens Brentano, J.W. Goethe, E.T.A Hoffman, Herman Hesse, and Ricarda Huch, among others. By comparing German fairy tales with their counterparts in other European and non-European literatures, we will follow how power, desire, and violence are treated in different cultural and historical contexts. Through an inclusion of translations into English, and Hollywood adaptations, we will explore how Grimms’ fairy tales were cleansed of “taboo” themes for the English speaking readers and viewers. We will also consider select feminist retellings by 20th and 21st century authors as examples of the genre’s contemporary form.

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%)

Required texts:

- Atwood, Margaret. Bluebeard’s Egg. 9780385491044

Shorter Texts and Selections made available through https://learnuw.wisc.edu/
279 (meets with Jewish Studies 279 and LitTrans 279): Yiddish Literature and Culture in America, 3 cr.
Hollander, TR 2:30-3:45 p.m.
Prerequisites: None. Does not fulfill foreign language requirement and cannot be applied towards German major but may be counted toward the major as cognate course.
Open to Undergraduates and Auditors
Language of instruction: English
Please contact Philip Hollander (phollander@wisc.edu) with any questions.

Course Overview: At the turn of the 20th century millions of Yiddish-speaking East European Jews arrived in America; the freedom of expression granted them catalyzed a Yiddish cultural blossoming. Emerging from the shadow of its European progenitor, American Yiddish culture quickly came of age and contributed to transnational Yiddish culture and multilingual American culture. Aspects of this culture that students will explore in this course include fiction and correspondence of the Jewish immigrant experience; filmic and poetic representations of the exploited Jewish immigrant underclass and their efforts to attain human and workers’ rights; avant-garde Yiddish drama, poetry and prose; fiction addressing the Holocaust and the period when Yiddish no longer served as American Jewry’s vernacular.

Learning Goals:
1. Students will attain knowledge of how American Jews developed a unique Yiddish culture combining elements of their European past with indigenous American materials.
2. Students will achieve grounding in American Yiddish Culture through encounter with works created by fourteen of its leading authors, poets, playwrights, and directors.
3. Students will learn strategies for analyzing literary, filmic, and poetic texts intended to improve their critical thinking.
4. Students will learn how to more effectively communicate their analytical insights in writing.

Evaluation Criteria:
1. Reading Quizzes and Short Writing Assignments - 20% grade
2. Textual Echo Papers (500-750 words) - 3 X 15% grade
3. Final - 25% grade
4. Attendance and Participation - 10% grade

Required texts:
325: Topics in Dutch Literature: The Family, Secrets, 3 cr.
Taylor, MW 1-2:15; DISC T 1:20-2:15 (or TBA)
Prerequisite: German 214 or equiv.
Language of instruction: Dutch and English
Please contact jvtaylor@wisc.edu with any questions.

What makes a family? How can the family support its members, and how do they construct a group identity? What factors make or a break a family? We will look at well-known, (mostly) recent Dutch novels and films, and discuss their portrayals of different kinds of wonderful and horrible families, and a range of kinds of love, intrigue, mystery, and disaster. We will also discuss these texts as expressions of Dutch and Flemish culture, and ask questions about any possible cultural differences with your (sub)culture that you would like to identify, and how these writers achieve the effects they do. This course will involve substantial discussion in class (and online). It invites students to read attentively, to think carefully, and to discuss thoughtfully and vigorously and with respect – face-to-face and/or online. In addition to learning about the literature and culture of the Low Countries, students will have ample opportunity to practice their critical thinking skills and their oral and written communication skills. This course also functions, where needed, as an introduction to some “ways of knowing” that belong to the traditions of the Humanities. While it requires some practice and discipline, the ability to engage even sensitive matters in a spirit of respect and cooperation is an important skill for life, for the world of work and for citizenship.

337: Advanced Composition and Conversation, 3 cr.
Klocke, MW 2:30-3:45
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.


Required texts:
Pennsylvania Dutch (Pennsylvania German) is an American language that developed from the immigration of German-speakers to colonial Pennsylvania during the eighteenth century. It is spoken today by over 300,000 people across the United States and in Ontario. In this course we will explore historical and modern aspects of the language and folklife of the Pennsylvania Dutch on the basis of textual, visual, and audio primary and secondary materials. By the end of the semester it is hoped that students will:

- increase their knowledge about the history and culture of speakers of Pennsylvania Dutch;
- thereby reinforce their familiarity with general American and Central European history and culture;
- develop a basic receptive knowledge of the Pennsylvania Dutch language;
- apply what they learn about Pennsylvania Dutch language and culture both in the course and beyond.

The bulk of the required work in this course will consist of readings from the secondary literature on Pennsylvania Dutch language and culture. These readings are mainly in English and will be assigned for Mondays and Wednesdays. Lectures and discussions, conducted in German, will build on but not repeat the content of the readings. Recall of the content of the readings will be assessed in four in-class, multiple choice quizzes spread out over the semester. Quizzes will also contain material from the language exercises assigned.

Parallel to these readings students will also be taught the fundamentals of the Pennsylvania Dutch language. We will cover highlights of the entire grammar in the first seven weeks of the semester. Grammar assignments will be supplemented by podcasts produced containing information on the material in the chapter, as well as keys to the homework exercises. Fridays will be “Deitsche Daage” (Dutch Days) when we will go over any language questions students might have and the PD texts for the week, as time allows. I will use mainly Pennsylvania Dutch on Fridays, though students may speak in German. There will be two take-home, open-book essay examinations, a midterm and a second examination that will cover mainly the content of the secondary readings. Finally, students will work in pairs over the course of the semester on an analysis of a sample of Pennsylvania Dutch prose or poetry or an excerpt from an audio recording.

The final grade will be determined as follows:

- 2 take-home examinations @ 20% each ⇒ 40%
- 4 in-class quizzes @ 10% each ⇒ 40%
1 joint analysis project preparation/participation ⇒ 10%

362 (meets with 385): Topics in German Literature: Autobiografien: Das Ich erfinden, 3 cr.
Adler, TR, 11-12:15
Prerequisites: German 249, 258, and 262; or German 249 and 274 or 284; or consent of instructor. Honors students should enroll under 385. Students may receive credit for 362 or 385, but not both.
Language of instruction: German
Please contact hadler@wisc.edu with any questions.

Die Autobiografie—Beschreibung des eigenen Lebens—is eine relativ moderne Form der Erzählung. Sie setzt voraus, dass der Autor oder die Autorin sich selbst zum Gegenstand einer Erzählung machen kann, dass das “Ich” ein “Anderes” wird. Eine Autobiografie ist keine einfache Dokumentation von Erinnerungen, sondern sie entwickelt im Vorgang des Erzählens ihre Eigendynamik. Das gelebte Ich und das erzählte Ich treten in ein Spannungsverhältnis zueinander, und zwar so, dass die Erzählung das Ich überhaupt erst zu einer ‘Person’ macht, deren erzähltes Leben ein Ganzes bildet und einen ‘Sinn’ bekommt, was im Leben nicht unbedingt der Fall (gewesen) sein muss. Memoiren, Bekenntnisse, Rechtfertigungen, Tagebücher, (Kalender)Notizen sind Korollar-Formen der Autobiografie, die keineswegs nur ‘literarisch’ sein müssen, obwohl die Autobiografie nicht selten zum (autobiografischen) ‘Roman’ wird. Kurz: eine Autobiografie ist ein Text vom Ich.

Required texts:
( Die im Kurs benutzten Texte sind Print-Texte. E-books werden in diesem Kurs nicht verwendet.)


### 372: Topics in German Culture, 3 cr.

**Lec 1: German-Americans and World War I, 3 cr.**

**Kluge, TR 9:30-10:45 a. m.**

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

Language of instruction: German

Please contact clnollen@wisc.edu with any questions.

This course explores the situation of German Americans during the World War I era, when war hysteria caused many in this country to believe that they constituted a group of enemies within our borders. Even prominent citizens of German birth or descent were subjected to xenophobic attitudes, hostility, and discrimination; the German language and German culture were victimized to the point of virtual extinction; and American patriotism became equated with intolerance toward all things German. How and why did this happen? How did the German Americans themselves react? Newspaper articles, literary texts, government documents, and personal records will be considered in order to gain insight into this illiberal period in our nation’s history. Readings, discussion, two exams, and one paper.

**Required texts:**

A course packet to be purchased from a local copy shop; and library course reserves.

### 372: Topics in German Culture, 3 cr.

**Lec 2: Grünes Deutschland**

**Mödersheim, TR 2:30-3:45 p.m.**

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

Language of instruction: German

Please contact smoedersheim@wisc.edu with any questions.


Required texts: will be made available on Learn@UW

Website: http://german.lss.wisc.edu/~smoedersheim/gr372

385 (meets with 362): Honors Seminar in German Literature:
Autobiografien: Das Ich erfinden, 3 cr.
Adler, TR, 11-12:15
Prerequisites: German 284 or one of 302-305 or consent of instructor. Students may receive degree credit for no more than one of the following courses: German 375 & 385. Open to Freshmen.
Language of instruction: German
Please contact hadler@wisc.edu with any questions.

Required texts:
(Die im Kurs benutzten Texte sind Print-Texte. E-books werden in diesem Kurs nicht verwendet.)

411: *Kultur des 20. Jahrhunderts*, 3 cr
*Klocke*, MW 4:00-5:15
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.

**644: Theorie und Praxis des deutschen Theaters, 3 cr.**
**Groß, M 5:30 – 8:00 p.m.**
Prerequisites: A 300-level German lit crse with B or better, or consent of instructor; ausgezeichnete Sprachkenntnisse sind erforderlich. Zielgruppe: fortgeschrittene Undergraduate- sowie Graduate-StudentInnen.
Language of instruction: German
Please contact Sabine Gross (sgross@wisc.edu) with any questions.

Dieser Kurs wird alle zwei Jahre im Frühjahr angeboten: er verbindet Theorie und Praxis des Theaters. Er bietet wesentlich mehr als "normale" 3-credit-Kurse, aber verlangt auch viel mehr von den TeilnehmerInnen.


II. Wesentliches Element des Kurses ist unsere eigene Aufführung von *Bekehrung vom Temperanzwahn* – 162 Jahre nach der ersten Aufführung in Milwaukee – unter der Regie von Gastregisseur Manfred Roth aus Deutschland. In der Woche vor den Frühjahrsferien beginnt eine intensive Probenphase mit bis zu drei mehrstündigen Proben pro Woche (meist Di, Mi, Do – der tatsächliche Zeitaufwand hängt davon ab, welche Rolle/Aufgabe Sie übernehmen). An diesem praktischen Teil des Kurses kann man nicht nur als SchauspielerIn, sondern auch beispielsweise als BühnenmanagerIn, BeleuchterIn, RegieassistentIn, TechnikerIn, RequisiteurIn oder ProgrammgestalterIn teilnehmen. Drei Aufführungen in Madison finden statt vom 4. bis 6. Mai.

Es ist möglich, an der Aufführung teilzunehmen (auch für Independent Studies credit), ohne den Kurs zu belegen - sprechen Sie mit Sabine Groß (sgross@wisc.edu).

**Required Texts:**
Sie brauchen die folgenden zwei Bücher:
Weiter Texte werden per course reader oder Webseite zur Verfügung gestellt.

**651: (meets with Medieval Studies 651): Intro to Middle High German, 3 cr.**
Calomino, TR 9:30-10:45 a.m.
Prerequisites: Advanced reading knowledge of German
Language of instruction: English, with some translation (optional) into German
Please contact SCalomino@aol.com and calomino@wisc.edu with any questions.

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.
Prerequisite: Reading knowledge of German. Open to graduate and advanced undergraduate students.

Required Texts:
Paul, Mittelhochdeutsche Grammatik
Lexer, Mittelhochdeutsches Taschenwörterbuch (hardcover ed. if possible)
Weddige, Mittelhochdeutsch. Eine Einführung.
Bartsch/De Boor, ed. Das Nibelungenlied.

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

676: Advanced Seminar in German Studies: Gutenberg-Galaxis, 3 cr.
Mödersheim, T 4-6:30 p.m.
Prerequisites: 337 or one other 300-level course or consent of instructor.
Language of instruction: German
Please contact smoedersheim@wisc.edu with any questions.

Required texts:
Focus/Pullins 2008. [978-1-58510-287-7]
Additional materials will be made available on Learn@UW.

Website: http://german.lss.wisc.edu/~smoedersheim/gr677g/

Literature in Translation*:

Lit Trans 276: Special Topics in German and World Literature/s:
Tales of the Brothers Grimm: From the Nation to the World, 3 cr.
Mani, TR 9:30-10:45
Prerequisites: Counts toward Literature Breadth requirement/Liberal Arts & Science credit in L&S Intermediate. Can be applied to German major as a cognate course.
Open to Freshmen;
Language of instruction: English (No German Required)
Please contact bvmani@wisc.edu with any questions.

If you are interested in expanding your knowledge of literature through an engagement with fairy tales, this is a course for you. The purpose of this course is to examine fairy tales, as they travel around the world and transform through historical periods and cultural contexts. At the center of the course are the famous fairy tales of Jacob and Wilhelm Grimm. The course begins with the collection and publication of fairy tales in German by the Grimms in the early 19th century, a period marked by political nationalism and literary romanticism on the one hand, and Goethe’s concept of Weltliteratur (world literature) on the other. The tales selected for the course will be framed in the context of German national literature as well as world literature. We will follow multiple retellings of fairy tales through various literary traditions and media adaptations.

Our readings and discussions will focus on social, cultural, political, and gendered aspects of Grimms’ tales, as well as those by other German authors such as Bettina von Arnim, Clemens Brentano, J.W. Goethe, E.T.A Hoffman, Herman Hesse, and Ricarda Huch, among others. By comparing German fairy tales with their counterparts in other European and non-European literatures, we will follow how power, desire, and violence are treated in different cultural and historical contexts. Through an inclusion of translations into English, and Hollywood adaptations, we will explore how Grimms' fairy tales were cleansed of “taboo” themes for the English speaking readers and viewers. We will also consider select feminist retellings by 20th and 21st century authors as examples of the genre’s contemporary form.

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%)

Required texts:
- Atwood, Margaret. Bluebeard’s Egg. 9780385491044

Shorter Texts and Selections made available through https://learnuw.wisc.edu/

LitTrans 279 (meets with Jewish Studies 279): Yiddish Literature & Culture in America, 3 cr.
Hollander, TR 2:30-3:45 p.m.
Prerequisites: None
Open to Undergraduates and Auditors
Language of instruction: English
Please contact Philip Hollander (phollander@wisc.edu) with any questions.

Course Overview: At the turn of the 20th century millions of Yiddish-speaking East European Jews arrived in America; the freedom of expression granted them catalyzed a Yiddish cultural blossoming. Emerging from the shadow of its European progenitor, American Yiddish culture quickly came of age and contributed to transnational Yiddish culture and multilingual American culture. Aspects of this culture that students will explore in this course include fiction and correspondence of the Jewish immigrant experience; filmic and poetic representations of the exploited Jewish immigrant underclass and their efforts to attain human and workers’ rights; avant-garde Yiddish drama, poetry and prose; fiction addressing the Holocaust and the period when Yiddish no longer served as American Jewry’s vernacular.

Learning Goals:
1. Students will attain knowledge of how American Jews developed a unique Yiddish culture combining elements of their European past with indigenous American materials.
2. Students will achieve grounding in American Yiddish Culture through encounter with works created by fourteen of its leading authors, poets, playwrights, and directors.
3. Students will learn strategies for analyzing literary, filmic, and poetic texts intended to improve their critical thinking.
4. Students will learn how to more effectively communicate their analytical insights in writing.

Evaluation Criteria:
1. Reading Quizzes and Short Writing Assignments - 20% grade
2. Textual Echo Papers (500-750 words) - 3 X 15% grade
3. Final - 25% grade
4. Attendance and Participation - 10% grade

Required texts:

LitTrans 326: Topics in Dutch Literature: The Family, Secrets, 3 cr.
Taylor, MW 1-2:15
Prerequisite: None; no previous knowledge of the Low Countries required.
Language of instruction: English.
Please contact jvtaylor@wisc.edu with any questions.

What makes a family? How can the family support its members, and how do they construct a group identity? What factors make or break a family? We will look at well-known, (mostly) recent Dutch novels and films, and discuss their portrayals of different kinds of wonderful and horrible families, and a range of kinds of love, intrigue, mystery, and disaster. We will also discuss these texts as expressions of Dutch and Flemish culture, and ask questions about any possible cultural differences with your (sub)culture that you would like to identify, and how these writers achieve the effects they do.
This course will involve substantial discussion in class (and online). It invites students to read attentively, to think carefully, and to discuss thoughtfully and vigorously and with respect – face-to-face and/or online. In addition to learning about the literature and culture of the Low Countries, students will have ample opportunity to practice their critical thinking skills and their oral and written communication skills.
This course also functions, where needed, as an introduction to some “ways of knowing” that belong to the traditions of the Humanities. While it requires some practice and discipline, the ability to engage even sensitive matters in a spirit of respect and cooperation is an important skill for life, for the world of work and for citizenship.

*Please note: 200-level courses taught in English do not count toward the certificate, but may be counted as cognate courses for the major.*