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.
236 (meets with Literature in Translation 236): Extreme Stories: Tales of Criminality and Disease, 3 cr.
249: Intermediate German Speaking and Listening, 3 cr.
258: Intermediate German Reading, 3 cr.
262: Intermediate German Writing, 3 cr.
267 (meets with Jewish Studies 319): Yiddish Song and the Jewish Experience, 3-4 cr. [Course number soon to be 263]
270: Language and immigration in Wisconsin, 3 cr.
271: The German Immigration Experience. 3 cr.
272: Nazi Culture, 3 cr.
276 (meets with Literature in Translation 276): Introduction to World Literature, 3 cr.
278: Science/Fiction: Natural Science in German Literature, 3 cr.
279 (meets with Jewish Studies & Literature in Translation 279): American Yiddish Literature and Culture, 3 cr.
325: Topics in Dutch Literature: Het gezin: geheimen; 3-4 cr.
337: Advanced Composition and Conversation, 3 cr.
352: German as a Global Language, 3 cr.
362 (meets with German 385): Topics in German Literature: Lachen ist gesund! Komik und Humor in der deutschsprachigen Literatur, 3 cr.
372 Lec 1: Deutscher Film und deutsche Kultur, 3 cr.
372 Lec 2: China aus deutscher Sicht, 3 cr.
392: German for Graduate Reading Knowledge II, 3 cr.
651 (meets with Medieval Studies 651): Intro to Middle High German, 3 cr.
677: Lifting the Iron Curtain: (Vestiges of) Socialism, 3 cr.

Literature in Translation
LITTRANS 326: Topics in Dutch Literature: The Family, Secrets, 3 cr.

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:**
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:**

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**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:**
Lović, 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 consent of instructor.
Open to first-year students
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.

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

**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:**

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**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.

**Recommended texts:**

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**236: Extreme Stories: Tales of Criminality and Disease, 3 cr. (Meets with LIT TRANS 236)**
Eldridge, TR 11:00-12:15
Prerequisites: Successful completion of or exemption from first communication course.
Courses designated as satisfying Part A of the requirement may not be used to satisfy Part B of the requirement.
Open to first-year students
Language of instruction: English
Please contact heldridge@wisc.edu with any questions.
The extremes of human experience fascinate us: faced with stories of illnesses that seem to move between mind and body, devastating plagues, or gruesome crimes, we look for explanations that make sense of how and why such events take place. But often enough, attempts to rationalize frightening or confusing events reveal how hard it is to draw the boundaries between “extreme” and “normal,” showing just how slippery our categories of sickness and health, guilt and innocence are. This course looks at fictional texts (including films and plays) and legal, psychological, and medical cases to examine critically the different ways we try to make sense of these experiences. In paying special attention to the way writers, scientists, lawyers, psychologists, and filmmakers are challenged, inspired, or confounded by these extreme stories, we will: look at early case studies published in pedagogical journals and magazines in the eighteenth century, watch as practitioners try to explain mental illness at the birth of psychoanalysis (including Freud’s famous case study “The Wolf Man”), debate the use of cases in establishing mental categories (for example in the discovery and history of Dissociative Identity Disorder), and consider criminal cases (e.g. Leopold and Loeb). We will look further at fictionalized ‘cases,’ such as Nunally Johnson’s film The Three Faces of Eve, Friedrich Schiller’s adaptation of a legal case, “The Criminal of Lost Honour,” and Edgar Allen Poe’s short story “The Facts in the Case of M. Valdemar” to see what these stories about the extremes of the human condition can tell us about what it means to be human and healthy.

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

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

**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:
40% Weekly graded assignments
40% 3 Tests (no final exam)
20% Preparation (reading homework) & class participation

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): Yiddish Song and the Jewish Experience, 3-4 cr.
Potter, M 12:05-12:55 (plenary session), W 12:05-12:55 and F 12:05-12:55 (optional CommB sections) [Course number soon to be 263]
Prerequisites: None.
Open to first-year students.
Language of instruction: English
Fulfills Ethnic Studies requirement, CommB option available. Does not fulfill foreign language requirement and cannot be applied towards German major, but may be counted toward the major as cognate course.
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 CommB will attend an additional section once a week 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.

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**270: Language and immigration in Wisconsin, 3 cr.**
*Joe Salmons, MWF 12:05-12:55*
No prerequisites; CommB
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 as well as dialects of English to Wisconsin. How and when did immigrants and their descendants learn English and when and why did they begin to speak only English? How have immigrants shaped the English spoken in the state and region? 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.

**Required Texts:** In addition to a packet of readings at [http://csumc.wisc.edu/wep/](http://csumc.wisc.edu/wep/), and on Learn@UW:

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**271: The German Immigration Experience, 3 cr.**
*Kluge, TR 11:00-12:15*
Open to first-year students. No German required.
Language of instruction: English.
Does not fulfill foreign language requirement.
Counts as a Humanities course and, for German majors, may be taken as one of the 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 in-class exams and a final.

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

### 272: Nazi Culture, 3 cr.
**Potter / Hermand, MW 4:00-5:15**
Open to first-year students  
Language of instruction: English  
Counts toward the Humanities breadth requirement and as a cognate course for German majors  
Please contact pmpotter@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 excerpts 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: Mary Fulbrook, *A History of Germany 1918-2008: A Divided Nation*, any edition (Wiley- Blackwell)  Course website: Learn@UW (available one week before classes begin)

276 (meets with Lit Trans 276): **Introduction to World Literature, 3 cr.**

Elam, TR 1:00-2:15

Prerequisites: none

Open to first-year students

Language of instruction: English

Counts toward Humanities requirement/Liberal Arts & Science credit in L&S Intermediate. Can be applied to German major as a cognate course.

Please contact jdaniel.elam@wisc.edu with any questions.

What is World Literature? Is it the master-catalogue of all works of all literary traditions from around the world? Or does the term refer to a select list of “Great Works”? If yes, what are the criteria for designation of these works as “Great Works”? What is the relationship between “national” and “World” literatures? What role do translations play in the conceptualization of World Literature? How do diaspora, globalization, translation, and circulation shape our understanding of World Literature now? The purpose of the course is to develop an understanding of World Literatures – in the plural – within the dynamics of global literary production, circulation, and reception. Through readings and discussions of a wide range of texts, the course aims to promote comparative evaluations of literature on a global scale. The course starts with ideas of World Literature articulated in the German-speaking world (Goethe, Marx, Herder, Hesse) and moves to readings and discussions of literary works from around the world.

The texts are centered around four sections, each which explores translations of, iterations of, and responses to key texts across the world. Potential texts include *1001 Nights*, Thomas Mann's *Transposed Heads*, Kafka's *Metamorphosis*, M. NourbeSe Philip’s *Zong!*, Joseph Conrad’s *Heart of Darkness*, Tayeb Salih’s *Season of Migration to the North*, and Indra Sinha’s *Animal’s People*.

Course Requirements and Learning Outcomes: This is a reading intensive course. Students will be required to have read the texts prior to the sessions for which they are assigned. Every week we will read and discussion texts assigned for the sessions. Handouts, Background Information, and Questions will be posted on Learn@UW. Learning outcomes include development of engaged reading comprehension, critical thinking, and writing skills. Exams will be based on readings and class-discussions.

The final grade will be based on the following factors:

- Attendance and Active Class Participation: 15%
- Bi-Weekly Reading Blogs (5 total): 20%
- Five quizzes: (10%)
- In-Class Mid-Term Exam: (25%)
Take-Home Final Exam: (30%)

**Required Texts:** Available through campus bookstore (or an online vendor). Select short texts made available through Learn@UW.

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**278: Science/Fiction: Natural Science in German Literature, 3 cr.**
Eldridge, TR 9:30-10:45
Prerequisites: none
Language of instruction: English
Please contact heldridge@wisc.edu with any questions.

Science fiction, dystopian worlds, and futuristic fantasies have become multimedia sensations in contemporary culture (think of *The Hunger Games* or *The Martian*), but authors in the German (and international) tradition have been writing stories of robots, space travel, and aliens—not to mention tales of mad scientists and heroic discoveries—for almost 200 years. This course looks at novels, short stories, films, poetry, and plays that engage with the natural sciences—whether as science fiction more narrowly conceived or as creative investigations of themes such as medicine, cloning, technology, and climate crises. While some authors celebrate the potential in such fields, others use their writing to explore the ambivalent results or effects of scientific ‘progress.’ In this course, we will read texts by authors such as Ulrike Draesner, Tilman Spengler, Herbert Franke, E.T.A. Hoffmann, Friedrich Dürrenmatt, Johann Wolfgang von Goethe, Thea von Harbou, Fritz Lang, Oskar Panizza, Durs Grünbein, and others. We will take up questions such as: why do authors turn to the natural sciences? What questions do they share with their natural-scientific counterparts, and what questions are unique to literature? What unique perspectives can literature bring to scientific issues?
Assignments: 2 shorter papers, 1 final paper, reading response posts.

All other texts will be on Learn@UW

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**279 (meets with Jewish Studies 279 & Lit Trans 279): American Yiddish Literature and Culture, 3 cr.**
Philip Hollander, TR 2:30-3:45
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. Through study of the Yiddish literature and culture they produced, this course will give students insight into these immigrants’ experience and their efforts to find a comfortable perch in
the American landscape. The course will be subdivided into four sections covering different aspects of these Yiddish-speaking immigrants experience and efforts: The immigration process and arrival in America; immigrant entry into the workplace; encounter with urban modernity and America’s racial and ethnic diversity; the tension between assimilatory pressures and the desire for a transnational identity. Although turn-of-the-century Jewish immigrants produced an unprecedented Yiddish cultural blossoming worthy of concentrated study, this course, which fulfills the Undergraduate Studies Ethnic Studies General Education Requirement, strives to employ this rich culture as a jumping-off point for achievement of greater understanding and appreciation of the experience of contemporary ethnic/racial minorities with origins abroad who have become a growing element of American society since the expansion of immigration to the United States in the 1960s.

Learning Goals:
1) Students will achieve greater understanding and appreciation of diversity and thereby help improve campus climate and better themselves for life and careers in an increasingly multicultural U. S. environment.
2) Through study of American Yiddish culture students will attain knowledge of the immigration process and the challenges faced by ethnically and racially divergent immigrant groups as they work to find their desired place in America.
3) Students will achieve grounding in American Yiddish Culture through encounter with works created by fifteen of its leading authors, poets and directors.
4) Students will learn strategies for analyzing literary, filmic, and poetic texts intended to improve their critical thinking.
5) Students will learn how to more effectively communicate their analytical insights in writing.

Evaluation Criteria:
1) Short Response Papers and Reading Quizzes – 20% grade
2) Textual Echo Papers (500-750 words) – 2 X 20% grade
3) Peer Review Assignments – 2X 5%
4) Final – 20% grade
5) Attendance and Participation – 10% grade

Required texts:
- Remaining texts made available on Learn@UW

325: Topics in Dutch Literature: Het gezin: geheimen; 3-4 cr.
Professor Jolanda Vanderwal Taylor, MWF 11:00-11:50, DISC T 3:30-4:20 (or TBA)
Prerequisite: German 214 or 314 or equivalent (Students who don’t have these prerequisites should enroll in LITTRANS 326).
Language of instruction: English and Dutch. The discussion hour on Tuesday will be entirely in Dutch; students will read texts and write assignments in Dutch. Fulfills 3 cr. of the “L” (Literature) or “H” (Humanities) breadth requirement. 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 for others – 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.

This class requires advanced German skills, and it aims at practicing and further improving your speaking, reading, listening, and writing skills within a range of situations and contexts. To this end, we will discuss current topics in German society, practice essay writing, train vocabulary, and repeat select advanced grammar topics. We will cover a variety of texts, among others stories, reports, newspaper articles, advertisements, various literary texts, everyday as well as formal conversations, and interviews. In addition to the required books, we will work with a variety of texts that will be made available on Learn@UW. You will be graded based on regular attendance and participation, several written tests, homework, essays, and an oral presentation.

Required texts:
2. A good German-English Dictionary.
3. Texts made available on Learn@UW.

352 (meets with German 960): **German as a Global Language, 3 cr.**
Louden, MWF 9:55-10:45
Prerequisites: at least one 300-level GER course. May be repeated for credit when topics vary.
Language of instruction: German
Please contact mllouden@wisc.edu with any questions.
(This course is also offered for graduate students as German 960.)

Although German-speaking countries played only a minor role in colonialism worldwide, immigrants have for centuries brought varieties of German to diverse parts of the world. In this course we will explore the situation of German in countries in which forms of the language are actively used today: in North and South America; Eastern Europe and the countries of the former Soviet Union; and in Africa. We will examine both sociolinguistic and structural (language-internal) aspects of the German-related varieties in order to identify similarities and differences. Finally, we will compare these extraterritorial varieties of German to the situations of German-speaking minorities in Italy, Belgium, and Denmark. Class discussions will be conducted in German and draw primarily on assigned German-language readings and videos. The course grade will be based on preparation before and active participation during class meetings, regular quizzes, two major examinations, and a final oral presentation (Referat). There will be no final exam.

**Required texts:** All materials will be accessible on Learn@UW.

362 (meets with German 385): **Topics in German Literature: Lachen ist gesund! Komik und Humor in der deutschsprachigen Literatur, 3 cr.**
Adler, TR 11:00-12:15
Prerequisites: German 249, 258, and 262; or German 249 and 274 or 284; or consent of instructor. Honors credit available instr. approved
Language of instruction: German
Please contact Prof. Hans Adler (hadler@wisc.edu) with any questions.

German culture is famously not funny – it is not known for its humor nor for its comic aspects. Yet there is a humor: comedy, jokes, and fun are all a part of German-language culture. And this side of German culture is much more elaborate than one might think at first glance. In this course we will consider texts, theater plays, and films which contribute to the funny, humorous, and comic side of German culture. Two questions will guide our readings and discussions throughout the entire semester, first, what is it that constitutes humor – laughter, smiling, having fun – in human cultures, and in German culture in particular? Is humor an anthropological given? And second, which forms of humor have been developed from antiquity to the present? Do humor and laughter have a history? Are they therapeutic elements in human culture?
We will read comedies and novels as well as theoretical texts on humor and laughter from Antiquity to the present; we will tell and share jokes and analyze their specific forms and structures; we will watch plays, films and, perhaps, TV shows which represent specific forms of humor. And of course: We will have fun!

**Required texts** (all in print; no e-books; no other editions in order to facilitate the discussion in class):
All other texts will be provided via D2L/Learn@UW

372, Lec 1: *Deutscher Film und deutsche Kultur*, 3 cr.
Schueller, TR 9:30-10:45
Prerequisites: German 249, 258, and 262; or 249 and 274 or 284; or consent of instructor.
Language of instruction: German
Please contact jmschuel@wisc.edu with any questions.

Germany recently celebrated 25 years of reunification and the 26th anniversary of the fall of the Berlin Wall. This course explores the representation of the Wall and East and West Germany in contemporary feature films. By the end of the course, you will have an increased awareness of the concept “Wende”. You will develop skills to critically examine films by reflecting on their social, cultural, and political context. In addition to considering the social, cultural, and historical contexts of each film, we will read thematically related fiction and non-fiction texts. Film-specific terminology and aspects of film analysis will be introduced to facilitate our discussion of the films. The films provide ample authentic language to help you improve your comprehension of spoken German in various contexts and registers.

Course evaluation will include in-class discussion, participation, and preparation; a film analysis journal (“Filmtagebuch”) for each film; regular discussion board topics; readings in a variety of genres, including literary texts, graphic novels, newspaper articles, websites, and songs; one paper; a final project; and a presentation of the project. Partner, small-group, and whole-class discussions will be in German. Class materials (assignments and readings) will be available for download via the Learn@UW course website. Films will be viewed outside of class.

For more information or with any questions, please email the instructor, Jeanne Schueller (jmschuel@wisc.edu).

372 Lec 2: *China aus deutscher Sicht*, 3 cr.
Li, MWF 9:55-10:45
Prerequisites: German 249, 258, and 262; or 249 and 274 or 284; or consent of instructor
Open to all undergraduates
Taught in German
Please contact Prof. Weijia Li at wli255@wisc.edu with any questions.

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

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

**Required texts:** Course material will be available online via Learn@UW.

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**392: German for Graduate Reading Knowledge II, 3 cr.**
Calomino, TR 11:00-12:15
Prerequisites: Some previous acquaintance with German grammar or reading
Open to graduate students and advanced undergraduates
Taught in English
Please contact SCalomino@aol.com or calomino@wisc.edu with any questions.

This course provides further practice in reading and translating German expository prose in a variety of fields. At the start of the semester a review of both grammatical and syntactical topics vital to progress in reading will be combined with a discussion of selected chapters in R.A. Korb, *Jannach’s German for Reading Knowledge*. During the balance of the semester specific reading will be made available through both photocopy and internet sources. The goal for all participants will be enhanced practice and confidence in reading German at various levels of both scholarly and journalistic prose, in addition to developing a focus in reading for their specific research areas.

**Required Texts:**
651 (meets with Medieval Studies 651): Intro to Middle High German, 3 cr.
Calomino, TR 9:30-10:45
Prerequisites: Advanced reading knowledge of German
Taught in English with some translation (optional) into German
Please contact SCalomino@aol.com or 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)
Weddig, Mittelhochdeutsch. Eine Einführung.
Bartsch/De Boor, ed. Das Nibelungenlied.

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

677: Lifting the Iron Curtain: (Vestiges of) Socialism, 3 cr.
Klocke, MW 4:00–5:15
Language of instruction: German
Please contact sklocke@wisc.edu with any questions.

Without doubt, the fall of the Wall in 1989 and the opening of the Iron Curtain in Europe considerably changed Europe and the world. After 40 years, the socialist German Democratic Republic (GDR) came to an end with unification in October 1990. However, we realize that also 25 years later, the socialist state remains part of Germany’s cultural memory, and it continues to play a role in the quotidian life of people in the Berlin Republic. In this class, we will consult various forms of literature, films, and the work of historians – all produced after 1989 – in order to gain a better understanding both of the GDR, and of the way socialism and socialist ideas are presented in the post-unification era. We will be guided by these central questions: Who
remembers, presents, and imagines the GDR? How is the GDR remembered, presented, and imagined? And what is the purpose of such presentations? In addition to the required readings, we will work with a variety of texts that will be made available on Learn@UW. You will be graded based on regular attendance and participation, a presentation, and a research paper.

**Required texts:**
Jana Hensel, *Zonenkinder.*
Thomas Henseler and Susanne Buddenberg, *Grenzfall*
Emine Sevgi Özdamar, *Seltsame Sterne starren zur Erde*
Eugen Ruge, *In Zeiten des abnehmenden Lichts*
Jochen Schmidt and David Wagner, *Driiben und Drüben*
Simon Schwartz, *driiben!*
(Any edition of these texts can be used in this class.)

**LITTRANS 326: Topics in Dutch Literature: The Family, Secrets, 3 cr.**
Professor Jolanda Vanderwal Taylor, MWF 11:00-11:50
Prerequisite: None; no previous knowledge of the Low Countries required.
Language of instruction: English.
Fulfills 3 cr. of the “L” (Literature) or “H” (Humanities) breadth requirement
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 for others – 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.

**Primary Texts:**
**Novels:**
2. *Love's Death (Liefdesdood)*, Oscar Van Den Boogaard, transl. Ina Rilke (Translator), Farrar Straus & Giroux; (June 1901) ASIN: 0374185859
3. *A Heart of Stone (Een hart van steen)*. Renate Dorrestein, transl. Hester Velmans

Films, shown in class:
- Antonia / Antonia’s Line
- Karakter / Character
Additional materials will be made available as needed in class, on reserve and online.