Graduate Course Descriptions

311: First Semester Dutch for Graduate Students, 3 cr.
NOTE: check on-line timetable for availability
Lec 1, MTWR, 9:55
Lec 2, MTWR, 1:20
Lec 3, MTWR 12:05
Prerequisites: Graduate Student

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 both German and English-speaking cultures, Dutch is a logical choice as an additional language for American students of German language, literature and culture. See our website at http://german.lss.wisc.edu/dutch. Note that 311 does NOT meet on Fridays.

Required Textbooks:
Editor: Carola van der Voort. Authors: Tltia Broers, Vita Olijfhoek, Nicky Heijne, Marten Hidma.
Publisher: Thieme Meulenhoff.
(book AND a cd-rom bundled)

Recommended:
Dutch/English, English Dutch dictionary. Students often ask about dictionaries. You need to make sure that you select one that indicates the genders of Dutch nouns. These two do:
best:
Handwoordenboek Engels-Nederlands / Nederlands-Engels. (Hardback)
authors: Gargano, Prue; and Veldman, Frans
Publisher: Het Spectrum
€ 39,99
less expensive:
Author: N. Osselton & N, University of Durham, UK Osselton
ISBN10: 041530041X
ISBN13: 9780415300414
c. € 32

313: Third Semester Dutch for Graduate Students, 3 cr.
NOTE: check on-line timetable for availability
Lec 1, MTWR, 2:25
Prerequisites: Dutch 112, 312, or consent of instructor.

See description for First Semester Dutch - German 311.
Note that 313 does NOT meet on Fridays.
**Required Textbooks:**
Code 2 / Takenboek / deel 2.
Nicky Heijne, Marten Hidma.
Publisher: Thieme Meulenhoff.
ISBN 90 06 81112-4
(book AND a cd-rom bundled)

**Recommended:**
Dutch/English, English Dutch dictionary. See recommendations for 311: First Semester Dutch.

**NOTE: check on-line timetable for availability**

**335, Dutch Conversation and Composition, 3 cr.**
MWF 1:20, TBA
Prerequisites: German 214 or 314 or consent of instructor

The aim of "German" 235 is to develop the student's ability to speak and write in Dutch on everyday matters, current events, and academic topics through daily oral work (in-class discussions and presentations) and regular essays. This course employs a multimedia approach. It not only reinforces the skills practiced in Fourth Semester Dutch, but also helps students to work on more advanced structures, and to fine-tune one's vocabulary to include more formal registers such as academic language, as well as the rich idioms and proverbs which make Dutch such an interesting language to learn. The final grade is based on the following components: class participation, essays, quizzes, one or more presentations, oral and written exams.
Course language is Dutch; excellent preparation for study or research abroad in the Netherlands or Flanders.

**Required Textbook:**
3 cursistenpakket (takenbk+cd-rom)978 90 06 81116 2€ 91,25
Author: Boers. Publ: ThiemeMeulenhoff

**391, German for Graduate Reading Knowledge, 3 cr.**
Calomino, TR 11:00-12:15
Prerequisites: senior or graduate student

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

**Required Textbooks:**
Jannach, Hubert and Richard A. Korb, *German for Reading Knowledge*. Heinle. Most recent edition
*Cassell’s German-English / English-German Dictionary*. Cassell & Co./ MacMillan. (or other equivalent dictionary)

**401: First Semester German for Graduate Students, 3 cr.**
**NOTE: check on-line timetable for availability**
Lec 1, MTWRF, 8:50
Lec 2, MTWRF, 9:55
Lec 3, MTWRF, 11:00
Lec 4, MTWRF, 12:05
Lec 5, MTWRF, 1:20
Lec 6, MWR, 3:30-4:50
Lec 7, MWR, 7:00-8:20
Prerequisites: Graduate Student.

Presumes no knowledge of the German language. In the course students learn basic vocabulary around topics such as classroom objects, daily routines, descriptions of people and objects, simple narration in present time, etc. Currently German 101 covers material presented in the textbook VORSPRUNG from Kapitel 1 to Kapitel 6.

**Required Textbooks:**

**Recommended Textbooks:**

402: Second Semester German for Graduate Students, 3 cr.

**NOTE: check on-line timetable for availability**
Lec 1 MTWRF, 8:50
Lec 2 MTWRF, 9:55
Lec 3 MTWRF, 1:20 (closed until further notice)
Lec 4 MWR 3:30-4:30
Prerequisites: Graduate Student.

Continuation of German 401. 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.

**Required and Recommended Textbooks:**
See German 401

403: Third Semester German for Grad Students, 3 cr.

**NOTE: check on-line timetable for availability**
Lec 1, MTWR, 9:55
Lec 2, MTWR, 11:00
Lec 3, MTWR, 12:05
Lec 4, MW, 3:30-5:10
Lec 5, MW, 7:00-8:40
Prerequisites: Graduate Student. German 102, 402, or appropriate score on placement exam.

**Required Textbooks:**

**Recommended Textbooks:**

404: Fourth Semester German for Graduate Students, 3 cr.
NOTE: check on-line timetable for availability
Lec 1, MTWR, 9:55
Lec 2, MTWR 12:05
Lec 3, MTWR, 1:20 (Closed until further notice)
Lec 4, MW 3:30-5:10
Prerequisites: Graduate Student.

Textbooks: same as German 403

510 (also Jewish Studies 510): German-Jewish Culture since the 18th Century, 3 cr.
Berghahn, R 3:30-6pm
designed for advanced undergraduates in German and Jewish Studies and for graduates at the MA level.

This seminar deals with one of the most unusual periods in German-Jewish culture, the Jewish Salons of Berlin, which existed for a quarter of a century. Here the intellectual elite of Berlin gathered in the homes of a few wealthy and educated Jewish women to discuss philosophy, literature, and the arts. In this mixed society of princes, noblemen, civil servants, philosophers, writers and actors the Jewish salonnieres were for the first time accepted as equals in German society. The salons of Henriette Herz, Rahel Levin, Sara and Marianne Meyer and a others (altogether 16) created a social mixture of classes unprecedented in the German past.

The seminar offers a history of these salons, their social and cultural context, the rise and fall of this unusual social institution. That most of these salons were hosted by marginalized Jewish women is one of the most astonishing facts of these salons. These women not only escaped the isolation and restrictions of Jewish life, but more importantly the invisible boundaries of their social ghetto. The contradictory biographies of these extraordinary women will be one aspect of this seminar. The social and cultural history of the salons will be imbedded in the context of the age of tolerance with all its contradictory tendencies: the deep-seated anti-Judaism of the time, the restrictive Jewish edicts, the toleration debate, the acculturation of the Jews in Berlin, and the beginning of the emancipation movement. To understand this short-lived social utopia, we will use a cluster of concepts, like dialogue, friendship, sociability, and Bildung. How and why this transitory period of the German-Jewish dialogue came to a crushing end will be the final chapter of the seminar.

All students are expected to write one seminar protocol (2 pages) or give a report of an event or concept (5 pages), prepare a seminar session with a thesis paper (2 pages), and write a seminar paper on a topic of their choice (up to 12 pages).

Introductory literature:
611, Survey of German Literature to 1750, 3 cr.
Calomino, TR 9:30-10:45

This course deals with representative works of literature from the oldest records to the early eighteenth century. Emphasis will be placed on the Carolingian period and early Germanic literature; a courtly aesthetic as developed and reflected in literary genres from the 12th and 13th centuries; late medieval narrative, philosophical and dramatic texts; the Reformation and its implications for German literature and culture throughout the 16th and 17th centuries; preservation of inherited literary modes of expression and the development of new forms during the Baroque and early Enlightenment.

Recommended for background reading: F. Heer, *The Medieval World: Europe 1100-1350* (Mentor MW 1040) and/or Frenzel, *Daten deutscher Dichtung*, I (DTV 3003). The objective of the course is to familiarize students with early German literature in addition to its cultural, sociopolitical, and artistic background. The course will concentrate on the development of lyric, epic, and dramatic forms especially through interpretation of major works and writers of the different periods. Lectures based on reading and background materials are in German; classroom discussion and written examinations may be in either German or English. In addition to daily required participation, each student will give an oral presentation on a specific topic. Reading list will include selections from Old High German heroic and religious literature, *Das Nibelungenlied*, courtly “Minnesang”, *Parzival*, *Der Ackermann aus Böhmen*, and texts by Luther, Sachs, and Grimmelshausen.

**Reading list:**

Selections from Old High German heroic and religious literature;

<table>
<thead>
<tr>
<th>German Title</th>
<th>English Translation</th>
<th>Publisher/Catalogue</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Das Nibelungenlied</em>, 1 and 2</td>
<td></td>
<td>Fischer Taschenbuch 6038 and 6039</td>
</tr>
<tr>
<td><em>Minnesang</em>, ed. H. Brackert</td>
<td></td>
<td>Fischer Taschenbuch 6485</td>
</tr>
<tr>
<td>Hartmann, <em>Gregorius</em></td>
<td>Reclam # 1787/87a/87b</td>
<td></td>
</tr>
<tr>
<td>Wolfram, <em>Parzival</em></td>
<td>*Vintage # V-188</td>
<td></td>
</tr>
<tr>
<td>Werner der Gärtners, <em>Helmbrecht</em></td>
<td>Reclam # 9498 (3)</td>
<td></td>
</tr>
<tr>
<td>Tepl, <em>Der Ackermann aus Böhmen</em></td>
<td>Reclam # 7666</td>
<td></td>
</tr>
<tr>
<td>Luther, ausgew. Schriften;</td>
<td>Reclam # 1578 (2)</td>
<td></td>
</tr>
<tr>
<td>Sachs, <em>Meistergesänge, Fastnachtspiele und Schwänke</em></td>
<td>Reclam# 7627</td>
<td></td>
</tr>
<tr>
<td><em>Das Volksbuch von Doktor Faust</em></td>
<td>Klett (Pegasus)1999. = Klettbuch 35117</td>
<td></td>
</tr>
<tr>
<td>Gryphius, <em>Peter Squenz</em></td>
<td>Reclam # 7982</td>
<td></td>
</tr>
<tr>
<td>Grimmelshausen, <em>Der abenteuerliche Simplicissimus</em></td>
<td>Reclam # 7452</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended:**

Frenzel, *Daten deutscher Dichtung*, DTV 3003

Grimmelshausen, *Der abenteuerliche Simplicissimus Teutsch*, DTV 2004 ed. A. Kelletat

---

645: Cultuurkunde der Lage Landen: De multiculturele samenleving
3-4 cr.
Taylor, MWF 11:00. Dutch language DISC T 11:00

German 214 or 314 or consent of instructor

Common representations of the Netherlands seem contradictory. Some people picture
row upon-straight-row of tulips in fields, windmills, nearly perfectly parallel ditches, thoughtful zoning practices in cities—a well-planned society. Conversely, facts and misconceptions about such curiosities as Dutch drug policy, a regulated sex industry, the practice of euthanasia, gay rights and "multiculturalism"—often lumped together under the rubric of "tolerance"—oddly counterbalance the aforementioned tamer images. Do these different views represent two different strains, or two extremes, within Dutch culture? Are they related? Do these cultural practices find their source in a consistent approach? In the most recent decade, the international press has reported on the influx of "newer" Dutch citizens, the notorious murders of two public figures—Pim Fortuyn, and Theo van Gogh—and ongoing arguments about the demands that the Dutch might place on immigrants, including by such internationally known persons as Geert Wilders and Ayaan Hirsi Ali—and asks whether these phenomena herald a major change in Dutch society. This course looks at the history and context of these events to attempt a nuanced understanding.

We will investigate the role and meaning of "tolerance" and the recent attempts at "multiculturalism" in Dutch culture by studying approaches to tolerance and community that have shaped current debates and practices. We will note the history of the area, influences of geography and climate, the importance of trade and international contacts, Dutch relations with the country's minority groups (including Jewish citizens and those from the Indies – who were once immigrants), the Dutch Revolt and founding of the Dutch nation, the Reformation, philosophers such as Erasmus, debates about the roles of the state and voluntary affiliations in the 19th century, social control and attitudes toward social and economic safety nets, the effect of immigration throughout history, and the rise and decline of that typically Dutch (but supposedly now defunct) form of societal organization, "pillarization," a strategy for dealing with political, religious, and sub-cultural differences that was in place long before the recent waves of immigration. We will ask: how well do recent immigrant groups fare in Dutch society, and has Dutch society changed in response to their presence?

In our attempt to understand the role of the notion of "tolerance" (whether the models be "verdraagzaamheid," "gedoogpolitiek," "integratie"or "inburgering"), we will consider contributions to the ongoing debate selected from a range of cultural expressions, including literary works, the fine arts, film, music, and public policy.

While focusing on an important contemporary topic, this course will help you develop a basic understanding of Dutch culture. It will help prepare you for study abroad in the Netherlands, and for further study in Dutch literature and culture. It will also provide a strong background for other humanities and social science coursework on topics related to the Netherlands and contemporary approaches to immigration and multiculturalism in Europe.

Most importantly, this is a course in the tradition of liberal education: it aims to help you develop your skills in analysis; critical, logical and creative thinking; writing clearly, and speaking coherently and effectively. By considering the development of the theory and practice of "tolerance" and "multiculturalism" in the Netherlands, you will be able to think about your own values and practices as you critique those of others—within their cultural contexts. These skills are valuable (professionally as well as personally) far beyond the benefit of knowing the facts that you will acquire in this course.

EXPECTATIONS:
DISCUSSION: Although some information will be presented lecture-style, classroom
(and online) discussion will comprise a significant component of the learning process. Class attendance is mandatory because class participation is a significant way that we will work together. In addition to converse in class, we will also use the Learn@UW bulletin-board feature to maintain an online discussion.

650, History of the German Language, 3 cr.
Salmons, MWF 12:05
Prerequisites: Knowledge of German

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

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

Text: The textbook, A History of German, will be available for free on-line at learn@uw, along with handouts and readings, homework assignments, text samples, additional readings, and so on.

727, Writing in a Foreign Language, 3 cr.
Chavez, TR 8-9:15
Prerequisites: Knowledge of German is not a pre-requisite for enrollment in the course, neither is a concurrent appointment as a teaching assistant.

In the fall of 2010, the German department will introduce a new group of skill-focused third-year language courses, one on speaking/listening, one on reading, and one on writing. The teaching staff will be composed of both faculty and teaching assistants. The writing course (German 262) specifically will follow a genre-based approach, heavily draw on writing models, and include the use of machine translation as a pedagogic tool.

German 727 is intended to link pedagogical practices in the teaching of FL writing with recent research. Particular attention will be paid to the design of writing tasks, the roles of learners and teachers, affective and cognitive aspects of writing in a foreign language, evaluation and feedback, and support through technology.

Course assignments will include guided readings from research journals, with part of the readings assigned to all students in the course and self-formed student groups selecting additional readings depending on interest; interviews with students and teachers; a small-scale classroom-based study whose design, analysis, and interpretation is supported by research and which will be described and summarized in a short report; a conference abstract describing the study (in two drafts); an end-of-semester presentation on the outcome of the study; and brief descriptions of 3 additional (possible) research projects, one supported by at least 5 bibliographic references.

The readings will be in English and organized in ten themes, which are: (1) an introduction to issues in FL and L2 writing; (2) writing as a process; (3) approaches to the teaching of FL writing; (4) writing tasks and prompts; (5) collaborative writing; (6) the
role of the L1 in FL writing; (7) feedback; (8) development & assessment; (9) writing and identity; and (10) writing and technology. In the selection of readings, preference will be given to research published since 2006 and with a focus on foreign as compared to second language writing.

There will be no class texts for purchase. Materials consist of articles from research journals and accompanying reading guides. They will be available for download via the Learn@UW course website.

If you have questions, please feel free to contact the instructor, Monika Chavez, at mmchavez@wisc.edu.

804/960: Germanic Languages and Migration, 3 cr.
Salmons, Howell, W 3:30-5:30
Prerequisite: graduate student

Originally spoken in a small patch of northern Europe, the Germanic languages have spread across Europe and around the world. Today, new migrations are bringing other languages into areas where Germanic languages are spoken. In this seminar, we will examine the linguistic consequences of migration in such cases past and present, including inner European migrations in the Early Modern period, German-speaking immigration to North America and contemporary immigration to Germany. While our core perspective is linguistic, we will rely heavily on insights from sociologists, geographers, historians, and others. The goal is not simply to integrate and synthesize various disciplinary approaches to the problem, but also to bring German-American Studies and contemporary German/European problems together in new ways. This seminar is sponsored by the DAAD Center for German and European Studies.

947: Die Ausnahmen: Hölderlin, Kleist, Büchner, 3 cr.
Adler, M 3:30-5:30
Prerequisite: graduate student

Keine Literaturgeschichte hat sie bisher gebändigt, Friedrich Hölderlin, Heinrich von Kleist und Georg Büchner. Ihre Lebensläufe sind tragisch und rätselhaft. Ihre Werke haben immer wieder neue Aneignungsversuche hervorgerufen, und alle sind sie bei diesen Autoren unbefriedigend — notwendigerweise?