Undergraduate Course Descriptions

NOTE: Verify availability of sections using online timetable!!

101: First Semester German, 4 cr.  Prerequisites: Open to Freshmen.
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
(This course is also offered for graduate students as German 401)

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

Required Textbooks:

Recommended Textbooks:

NOTE: Verify availability of sections using online timetable!!

102: Second Semester German, 4 cr.
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
(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.

Required and Recommended Textbooks:
See German 101

NOTE: Verify availability of sections using online timetable!!

111: First Semester Dutch, 4 cr.
Lec 1, MTWR, 9:55
Lec 2, MTWR, 1:20
Lec 3, MTWR 12:05
Prerequisites: none.
(Also offered as 311 for graduate students)
One of the advantages of studying at the UW is being able to take courses in Dutch. Although the study of Dutch linguistics and literature has steadily expanded at major American universities in recent years, many universities do not offer this language. Since Dutch is a Germanic language—linguistically related to both German and English—and since Dutch culture and literature have always had close ties to 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 111 does NOT meet on Fridays.

**Required Textbooks:**
90 06 81110

Editor: Carola van der Voort. Authors: Tiltia Broers, Vita Olijthoek,
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 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
cia € 32

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

203: Third Semester German, 4 cr.
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: German 102 or appropriate score on placement exam. (This course is also offered for graduate students as German 403.)

**Required Textbooks:**

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

204: Fourth Semester German, 4 cr.
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: German 203 or appropriate score on placement exam.
(This course is also offered for graduate students as German 404.)

Required Textbooks:

Recommended Textbooks:

213: Third Semester Dutch, 4 cr.
Lec 1, MTWR, 2:25
Prerequisites: Dutch 112 or consent of instructor.
(Also offered as 313 for graduate students)

See description for First Semester Dutch - German 111.
Note that 213 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. Students often ask about dictionaries. You need to make sure that you select one that indicates genders of Dutch nouns. These two do:
best:
Handwoordenboek Engels-Nederlands / Nederlands-Engels. (Hardback)
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

235: Dutch Conversation and Composition, 3 cr.
MWF 1:20, TBA
Prerequisites: German 214 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.

245: Topics in Dutch Culture: Dutch Tolerance and Multiculturalism 2010, 3 cr.
Taylor, MWF 11:00
Prerequisite: none

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 Widlers 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 conversing in class, we will also use the Learn@UW bulletin-board feature to maintain an online discussion.

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

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

Lec 1, MWF, 8:50 Louden
Lec 2, MWF, 9:55 James
Lec 3, MWF, 12:05 TBA
Lec 4, MWF, 2:25 TBA

Prerequisites: German 204 or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 249 and German 258.

Drawing mainly on contemporary audio and video materials from German-speaking countries, including podcasts, video clips from German-language television, and two contemporary films, students will deepen their appreciation of German as a spoken language by learning how native speakers vary their use of sound structures, vocabulary, and grammar according to speech situation. While the content of this course includes topics that are dealt with in more traditional practical phonetics and grammar review courses, the syllabus will not be structured according to areas of pronunciation and grammar. Special emphasis will be placed on understanding the four basic types of speech act in languages generally and identifying them in diverse communicative situations. Graded homework assignments will include short self-recordings in .mp3 format, as well as written tasks. Each week students will also prepare "Übungen," oral exercises that will build on course content via partner and group work to be conducted in class. Many of these Übungen will help prepare students for homework assignments. One textbook will be required (Using German [2nd edn.] by Martin Durrell, Cambridge
UP); additional materials (text, audio, video) will be delivered over the course’s Learn@UW Web site. Many materials will be accessible via the Internet, including programs produced by Deutsche Welle and other German, Swiss, and Austrian media. Class discussion will be conducted in German; homework will be in both German and English.


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**258: Intermediate German – Reading, 3 cr.**

Lec 1, MWF 8:50, TBA  
Lec 2, MWF 11:00, TBA  
Lec 3, MWF 1:20, Markham  
Prerequisites: German 204 or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 249 and German 258.

Students will develop their reading skills through reading 19th, 20th, and 21st-century texts that are interesting and engaging and that are contextualized socially, historically, and culturally. Though the texts will include a variety of genres, the main emphasis will be on literary works, with other types of readings complementing them. That is, the literary texts will be the focal points around which the other texts – offering, for example, historical background or cultural commentary or literary analysis – will crystallize. As far as possible, entire works or substantive excerpts will be read. The readings will be sequenced by level of accessibility and length, with thought also being given to thematic relationships among the works. Points of grammar will be discussed as they are encountered in the texts. The course will offer three literature credits within the L&S breadth requirement.

**Required Textbooks:**  

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**262: Intermediate German – Writing, 3 cr.**

Lec 1, TR 9:30-10:45, TBA  
Lec 2, TR 11-12:15, Chavez  
Lec 3, TR 1-2:15, TBA  
Prerequisites: German 204 or consent of instructor. This course can be taken subsequent to, prior to, or concurrent with German 249 and German 258.

This course emphasizes the use of writing models, including pedagogic uses of machine translation, 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, set, and pursue specific individualized goals (e.g., anything from trying specific grammatical features to enhancing specific thematic vocabulary to a writing specialization in a certain genre). These goals can and should vary across assignments and may be narrow (e.g., suggest three grammar points in
which you will achieve 90% accuracy or higher) or broad (e.g., try to develop one character about which other students can ask three probing questions). Students, in consultation with the instructor, are encouraged to identify personal 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, including how they benefited from peer and teacher responses and how their writing enjoyment and fluency changed. In-class work will consist of collaborative writing activities (including planning and feedback), discussions, and explication of text features (based on examples), and remedial/focus work (such as grammar review in context). There will be periodic out-of-class writing conferences for individual consultation, during which common class meetings will be suspended.

**Specifically, German 262 pursues the following objectives:**

1. to appreciate grammatical, lexical, prosodic (e.g., poetry, storytelling, drama), stylistic, and pragmatic/discourse features that characterize various genres of German as a written language.
2. to learn how to use existing written pieces as models for one’s own writing (and more generally, language production).
3. to 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);
4. to share with others in the writing processes through collaborative writing, reader response, portfolio management, and performing/reading aloud another’s work;
5. to learn to appreciate the relevance of grammatical accuracy, lexical precision, proper discourse organization, and voice/expressiveness in terms of conveyance of exact intended meaning (including tone, implications, and connotations), aesthetic value, and generally, as a means of sharing in communal and individual experiences across language and cultural boundaries.

**Required work and evaluation**

All students will:

1. complete one long-term writing project (e.g. a mini piece of fiction, a soap opera/drama” in installments, a blog; app. 5-6 pages), maintained over several weeks with smaller, thematically unified entries at intervals (e.g., weekly).
2. complete two intermediate-length pieces of an appropriate genre (e.g., narrative, interpretation, essay, skit script), one of which will be subject to revisions for grammatical accuracy and lexical precision, i.e., written in two drafts.
3. complete ten shorter pieces (ranging from a single paragraph to a page), some of them in class. Some of the shorter pieces will be thematically paired. For example, the same theme will be developed in two different genres (e.g., a poem and a description) or one piece will elaborate on a piece of information presented in another (e.g., a description of a character mentioned in a narrative). Paired pieces may be written by the same student or by two (paired) students.
4. provide written commentaries on or other contributions (e.g., write an alternative ending) to the work on two shorter pieces written by another student. In turn, each student will explain in writing (if desired, in English) which revisions were made to two shorter pieces based on peer comments.
5. select an appropriate short piece written by another student (a poem, excerpt of skit script, narrative, instructions, etc.) and after practicing with the author outside of class, perform it/read it aloud in class;
(6) complete a final project (due on the day of the final exam), students will assemble/order individual written pieces according to criteria that they choose and describe, explain the extent and nature of their development as writers

(7) complete homework pertaining to grammar review and vocabulary expansion.

**Required materials:**
ISBN: 9780521469548
Writing models, instructions, and activities delivered electronically throughout the course.

**274/284: Introduction and Honors Introduction to German Literature, 6 cr.**

*Love, MWF 8:50-10:45*

Prerequisites: German 204 with an A, or placement at 5th-sem level & consent of instructor. Open to Freshmen.

What is it that makes literary works special - intriguing - challenging? This course provides an intensive introduction to the study of German literary texts: their analysis, their interpretation, their cultural and historical context. We will read prose fiction, poetry, and drama (the three major genres of literature) from the 18th through the 21st century. Meeting three times a week for two hours, we will discuss texts by such authors as Lessing, Goethe, Kleist, Kafka, and Brecht. We will view film versions of selected works, as well as perform selected scenes from two plays in class. All readings and class discussions are in German. The course grade will be based on participation in class discussion, weekly short response papers, two or three longer essays, a mid-term exam, and a final exam. Enrollment at the Honors level under course number 284 is encouraged, but a non-honors enrollment option is also available under course number 274.

**Lit Trans 277: (German Literature in Translation) and FIG**

Moedersheim, W 10-12:30: From Kafka to Zaimoglu—Literature from Margin to Center in Germany

Prerequisites: Freshmen only. This course forms the core course of a FIG cluster (First Year Interest Group). Participation is limited to students who enroll in the FIG “From Kafka to Zaimoglu”

In this FIG, you will examine literary and documentary texts written by writers of color and diverse backgrounds in Germany. You will learn about the historical and cultural context in which these texts were written and how they reflect the diversity of contemporary society in Europe and Germany. Through readings, videos, discussions, writing assignments, and presentations by guest speakers you will gain more insight into different cultures and develop skills of interpreting literary texts and critical thinking. Writing workshops and an introduction to library research will help you to develop communication and research skills. In the lecture course you will acquire a knowledge of the history of Western culture, politics and social developments that will help you understand the current situation in Germany in a European and global context. In addition, you will take a German language course, usually German 101. Students with knowledge of German will have a choice of intermediate level skills courses that focus on either listening, or reading, or writing skills.

Web site: [http://german.lss.wisc.edu/~smoedersheim/gr277/](http://german.lss.wisc.edu/~smoedersheim/gr277/)
Anne Frank counts as one of the most widely read writers in recent world history, and yet some wonder whether she should be called a writer. Her work is widely loved. It has been the inspiration for many other cultural artifacts and institutions: editions; biographies; works of fiction and non-fiction; plays; autobiographies (e.g. by friends of Anne Frank); scholarly research: literary -, cultural -, historical -, as well as research in the various sciences of manuscript authentication; exhibitions; museums; foundations. In this course, we will study the context in which the Diaries were written, and consider the various ways in which they were received. We will look at what was done with the Diaries and with Anne Frank: how they have been read, interpreted, used, and argued about. We will engage in critical thinking, asking not just: “what?” but also: “why?” Most importantly of all, we will take Anne seriously as a writer by reading her works (the Diaries and other short texts) attentively. As we do so, we will think about the nature of literature: is what Ms. Frank wrote literature? Why, or why not?

Lit Tran 326, Topics in Dutch Literature in Translation: Anne Frank will engage in detail with Anne Frank, her writings, and the role that her life, writings and history play in the world. History 120, Modern European History, will provide knowledge of the European historical context. The third component of this FIG is a Dutch-language course (at the right level for your (previous) knowledge of Dutch); this class will help you understand cultural and linguistic aspects of the Diaries and the context in which they were written. **Learning outcomes:** In this course and the FIG, you will learn about the history of Jewish and other communities in the Netherlands, and about one family in particular; you will become familiar with Anne Frank’s writings and with a range of receptions of her work, you will think about what distinguishes literature from non-literary texts. You will also learn about the Netherlands in the context of Europe. In the process, you will have an opportunity to work on further acquiring intellectual skills that prepare you for twenty-first century challenges including: skills of inquiry and analysis, critical and creative thinking, written and oral communication, intercultural knowledge and ethnical reasoning (and action), and knowledge of human cultures.

337: Advanced Composition and Conversation, 3 cr.
**Moedersheim, TR 1-2:15**
Prerequisites: German 226 and one of 222, 274, or 284, or consent of instructor. May be repeated once only for credit.

351: Introduction to German Linguistics, 3 cr.
Louden, MWF 9:55
Prerequisites: German 226
In this course students will learn to analyze sounds, words, and sentences in German and how these structures vary regionally. The focus in the first half of the course will be mainly on the sounds of German: how they are produced and how we transcribe them. We then consider how these sounds have changed over the history of German as reflected in both the standard language and modern dialects. This half of the course will wrap up with a week devoted to learning about where German personal, family, and place names come from. In the second half of the course we will look at a number of productive processes involved with forming German words. Many of the examples we will consider are words that have entered the language in the last twenty years. We will then look at how words are combined to form phrases and sentences in German. The course will conclude by examining three topics dealing with distinctive use of vocabulary: “Nazi language,” youth speech (Jugendsprache), and what is popularly known as “Denglisch,” English-influenced German.

362/385: Issues of the US Civil War in German Texts. 3 cr.
MWF 8:50 Kluge
Prerequisites: German 284 or one of 302-305 or cons inst. Stdts may receive degree cr for no more than one of the following crses: German 375 & 385. Open to Fr
In this course we read and discuss a number of mid-nineteenth-century German-language works concerning issues of the U.S. Civil War, published either in this country or in Europe. Such topics pervaded a wide range of journalistic and literary texts of the period, including children’s stories, magazine articles, reports, and more. Whether written by German Americans or writers who had never visited this country, they were instrumental in shaping attitudes toward America during this period among readers of German.
Required work: readings, discussion, short reports, one mid-term exam, and a final. For additional information, contact Cora Lee Kluge <clnollen@wisc.edu>.

MW 3:30-4:45 TBA
Prerequisites: German 222 or 274 or 284
Diesen Fragen wollen wir uns im Kurs widmen – zum Beispiel anhand der Radioansprachen von dem Dichter Gottfried Benn, mit Autoren wie Bertolt Brecht, Lion Feuchtwanger, Gerhardt Hauptmann und Günther Eich, die auch für den Film und im
Radio gearbeitet haben und mit Romanadaptionen von wichtigen Filmregisseure wie Konrad Wolf und Rainer Werner Fassbinder.

Dieser Kurs findet auf deutsch statt. Studenten werden eine Diskussion leiten, Gruppenprojekte entwickeln, 2-3 kurze schriftliche Arbeiten vorbereiten und eine Schlussarbeit von 5-7 Seiten einreichen.

**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)

**445: Topics in Dutch Culture: 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 Widlers 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 conversing in class, we will also use the Learn@UW bulletin-board feature to maintain an online discussion.

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, curiously “Minnesang”, Parzival, Der Ackermann aus Böhmen, and texts by Luther, Sachs, and Grimmelshausen.

**Reading list:**
Selections from Old High German heroic and religious literature;
*Das Nibelungenlied*, 1 and 2; Fischer Taschenbuch 6038 and 6039
*Minnesang*, ed. H. Brackert; Fischer Taschenbuch 6485
Hartmann, Gregorius; Reclam # 1787/87a/87b
Wolfram, Parzifal; *Vintage # V-188
Werner der Gärtner, Helmbrecht, Reclam # 9498 (3)
Tepl, Der Ackermann aus Böhmen; Reclam # 7666
Luther, ausgew. Schriften; Reclam # 1578 (2)
Sachs, Meistergesänge, Fastnachts spiele und Schwänke; Reclam # 7627
Das Volksbuch von Doktor Faust; klett (Pegasus) 1999. = Klett buch 35117
Gryphius, Peter Squenz; Reclam # 7982
Grimmelshausen, Der abenteuerliche Simplicissimus Reclam # 7452

Recommended:
Frenzel, Daten deutscher Dichtung, DTV 3003
Grimmelshausen, Der abenteuerliche Simplicissimus Teutsch, DTV 2004 ed. A. Kelletat

645: Cultuurkunde der Lage Landen: Dutch Tolerance and Multiculturalism 2010, 3-4 cr.
Taylor, MWF 11:00, DISC T 11:00
German 314 or consent of instructor

See Description for 445

650.: History of the German Language, 3 cr.
Salmons, MWF 12:05
Prerequisites: senior standing or consent of instructor

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 (mostly takehome), short writing assignments.

Required Textbooks:
The textbook, A History of German: What the past reveals about today’s language, will be available for free on-line at learn@uw, along with handouts and readings, homework assignments, text samples, additional readings, and so on.
An optional additional text is this inexpensive and easily available book, valuable for its many excellent maps and illustrations:

676: Kosmopolitische Literatur, 3 cr.
Mani, Seminar T: 2:25-5:00. 3 cr.
Prerequisites: German 337 and two additional advanced German courses or consent of instructor
Email: bvmani@wisc.edu; hwrage@wisc.edu

„kosmopolitisier“? Wenn Film und Fernsehen in der zweiten Hälfte des 20. Jahrhunderts von vorneherein nur in der Überschreitung nationaler Grenzen zu denken sind – wie nehmen neuere mediengeschichtliche Ansätze auf traditionelle kosmopolitische Diskurse Bezug? Wie werden hier Kategorien wie Heimat und Fremde, Selbst- und Fremdbilder vermittelt?


Anforderungen:
Aktive Teilnahme: 20%
Referat: 20%
Mid-term Paper: 10-12 Seiten 30%
Final Paper: 22 Seiten: 30%

Texte:
Course Reader (CR)