

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, 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:

CODE / CODE deel 1. Cursistenpakket (takenboek en cd-rom). ISBN 978 90 06 81110) (Price € 87.30)

Editor: Carola van der Voort. Authors: Tlita Broers, Vita Olijfhoek, Nicky Heijne, Marten Hidma.

Publisher: Thieme Meulenhoff.

(book AND a cd-rom bundled)

Recommended:

Dutch/English, English Dutch dictionary of the student's choice

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 (Price € 87.30)

(book AND a cd-rom bundled)

Recommended:

Dutch/English, English Dutch dictionary of the student's choice.

335, Dutch Conversation and Composition, 3 cr.

NOTE: check on-line timetable for availability

MWF 1:20, Taylor

Prerequisite: German 314 or consent of instructor

The aim of "German" 335 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. A grammar review is an

integral part of the course. In addition, this course not only continues and strengthens the skills practiced in Fourth Semester Dutch, but aims to work on more advanced grammatical issues, and to fine-tune a student'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 5 components: class participation, essays, quizzes, in-class exams, and the final exam. Course language is Dutch; excellent preparation for study or research abroad in the Netherlands or Flanders.

391, German for Graduate Reading Knowledge, 3 cr.

Calomino, TR 1:00-2:15

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:

Vorsprung - An Introduction to the German Language and Culture for Communication. 2nd edition, New York, Houghton Mifflin Company, 2007. Purchase textbook with QUIA code (for access to required on-line student activities).

Recommended Textbooks:

Cecile Zorach and Charlotte Melin. *English Grammar for Students of German*. Olvia & Hill Press (latest edition).

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

NOTE: check on-line timetable for availability

Lec 1 MTWRF, 9:55

Lec 2 MTWRF, 11:00

Lec 3 MWR, 3:30-4:50

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:

Augustyn and Euba, Stationen. Thomson and Heinle 2008

Augustyn and Euba, Stationen: Arbeitsbuch. Thomson and Heinle 2008

Recommended Textbooks:

Cecile Zorach and Charlotte Melin. English Grammar for Students of German. Olvia & Hill Press (latest edition).

404: Fourth Semester German for Graduate 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

Prerequisites: Graduate Student.

Textbooks: same as German 403.

645, Cultuurkunde der Lage Landen: Amsterdam / Nieuw Amsterdam / New York, 3-4 cr.

Taylor, MWF 9:55

German 314 or consent of instructor

For further information contact Prof. Taylor, jvtaylor@wisc.edu

650, History of the German Language, 3 cr.
Salmons, MWF 1:20

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 (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:

Werner König, *dtv Atlas zur deutschen Sprache*. München: dtv.

709, Literatur des 20. Jahrhunderts, 3 cr.

Silberman, MW 1:00-2:15

Prerequisite: Grad Student

Dieser "Lese"- Kurs bietet die Gelegenheit, einen Überblick über Haupttendenzen der literarischen und kulturellen Entwicklungen des 20. Jahrhunderts anhand von einer Reihe repräsentativer "Texte" – Romane, Erzählungen, Dramen, Hörspiele, Gedichte, Essays, Filme – zu skizzieren. Es wird unternommen, die Katastrophen und wiederholten Neuanfänge dieses Jahrhunderts als zum Teil widersprüchliche Reaktionen in der deutschen Auseinandersetzung mit der (post-) Moderne zu deuten. Innerhalb dieses Rahmens werden Textanalysen – "close readings" – zeigen, wie kulturelle Krisenerscheinungen zu neuen inhaltlichen, sprachlichen, formalen, stilistischen, strukturellen und rhetorischen Strategien führen. Gleichzeitig werden wir uns Gedanken machen, wie eigentlich "Haupttendenzen", Epochenbegriffe und "repräsentative Texte" definiert werden.

Zu den Haupttexten werden jeweils Seminarteilnehmer begleitende Fragen und Kommentare für die Diskussion vorbereiten. Am Mittwoch dem 21.10. wird eine Zwischenprüfung geschrieben, die eine Woche davor verteilt wird. Sie wird eine Wahl von mehreren Essay-Fragen anbieten. Alle Teilnehmer schreiben nach Beratung mit dem Dozenten eine Abschlußarbeit zu einem selbstbestimmten Thema, die die Wissensgrundlage des Kurses erweitert. Das könnte sein: die vertiefende Lektüre eines weiteren "repräsentativen" Werkes, der begründete Plan eines Undergraduate-Seminars zu einem dem 20. Jahrhundert verwandten Thema, die Ausweitung in andere Medien (Bildkünste, Musik) oder eine theoretisierende Annäherung an die behandelten Texte (Erinnerungs- oder Gedenkproblematik, Genderfragen, Krise des Subjektbegriffes). Alle Teilnehmer haben die Gelegenheit, dieses Projekt in einer letzten langen Sondersitzung am 14.12. als mündliches Referat vorzustellen. Das verschriftlichte Referat soll etwa 12 Seiten (etwa 3000 Worte) sein, inklusiv Anmerkungen und Bibliografie.

Anzuschaffende Bücher:

Georg Kaiser, *Von morgens bis mitternachts* (Reclam, 3150089379)

Franz Kafka, *Der Prozeß* (Reclam, 3150096766)

Anna Seghers, *Aufstand der Fischer von Santa Barbara* (Aufbau, 3746651506)

Irmgard Keun, *Das kunstseidene Mädchen* (Klett, 3123511413)

Walter Benjamin, *Das Kunstwerk im Zeitalter seiner technischen Reproduzierbarkeit* (Suhrkamp, 3518100289)

Bertolt Brecht, *Das Leben des Galilei* (Suhrkamp Basisbibliothek, 3518188011)

Weitere Texte und begleitende Artikel werden als .pdf-Dateien zum Download auf der Kurswebseite bereitgestellt.

720 College Teaching of German, 1 cr.**Chavez, M 9:55**

Prerequisite: teaching assistantship in German

NOTE: check on-line timetable for availability

This course offers an introduction to principles and theories of second-language acquisition as well as foreign-language pedagogy. We will explore the many interpretations of the common term "communicative language teaching/learning"; how to put the concept into practice; and how the concept is rooted in theory. We will look at how every teacher can and should conduct what is called 'action' ("informal", classroom-based) research, as a check mechanism for intuitive practice. We will also consider the influence of teacher and learner variables and how these variables can be embedded in a common theory of teaching and learning. You will be encouraged to explore yourself as a teacher, to get to know the UW-Madison language program, and to familiarize yourself with the profession at large. The course will primarily be assignment- and project- rather than exam-based. Assignments include discussions of theoretical issues and of the connection between theory and practice; field "investigations"; collaborative and experimental teaching; self-reflection; self-description; on-line research; and interviews.

The overall theoretical nature of the course is complemented by practice-oriented work and regular consultation with a graduate-student TA mentor (available to both teaching and non-teaching graduate students).

Please note that a nearly week-long orientation, partially in collaboration with other language departments, is a course requirement. For the Fall 2008, the orientation program will begin on Monday, August 25. To compensate course participants for the early start, there will be no Friday course meetings during the second half of the semester.

Course participants are not required to hold concurrent teaching appointments. Graduate students new to the department who anticipate teaching in the department in the future are also encouraged to enroll. Please know that you will not be able to receive a teaching assignment unless you have taken or are taking this course (or its officially recognized equivalent) and the course is only offered in fall semesters. There are two versions of the syllabus, one for teaching, the other for non-teaching graduate students.

722 Theory of Teaching German, 2 cr.

NOTE: check on-line timetable for availability

Chavez, WF 9:55

See description for 720.

727 Beliefs and Motivation in Foreign Language Learning and Teaching

Chavez, MW 8-9:15

Please note:

- * All readings and discussions will be in English.
- * The only pre-requisite is graduate standing.
- * Prior knowledge of second language acquisition theory or research is not expected.
- * All course materials (readings and accompanying reading guides) will be made available electronically through posting to the course's Learn@UW site.
- * This course will be the only SLA-German course offered during the academic year of 2009/2010, i.e., I will not offer a spring (2010) course.

In their seminal article, Madeline Ehrman and Rebecca Oxford (1995) speak of "cognition plus", i.e., research which shows that although cognitive aptitude was a strong predictor of proficiency scores, "other variables also correlated in ways that show how rich and complex the individual's learner role in language is." More recent work has theoretically and empirically enriched Ehrman and Oxford's understanding of learner variables. Notions such as learner identity, learner autonomy, self-efficacy, self-regulation, self-determination, activity, and willingness to communicate have acknowledged learners as "agents of their own learning". At the same time, concepts such as community, acculturation, socio-cognitive learning, and intersubjectivity have highlighted language learning as a fundamentally social activity, the classroom as a social space, and learners as members of a community or multiple, sometimes conflicting communities. The tensions between individuals' needs, beliefs, and goals on the one hand, and the obligation or desire to participate in the communal enterprise of classroom learning on the other, concern not only the learners themselves but also their teachers. By some standards, teachers are supposed to induce in their students appropriate types and degrees of motivation and to promote harmony among curricular, individual, and communal learning goals as well as the behaviors that attend them.

However, both practitioners and researchers still need to unravel a great number of complications. For example, neither the precise nature nor the directionality of the connection between achievement (learning outcome) and particular learner beliefs, motivations, or behaviors has been ascertained to-date. Or, notions of "good" and "bad" motivations for foreign language learning have been broadened and politicized with rising interest in globalization, a "reconfigured Europe", the "commodification of language", and debates surrounding English as the lingua franca of the "new world order". Or, ideas about the detrimental effects of anxiety (perhaps epitomized in Krashen's Filter Hypothesis) have been challenged in the notion of (positive) tension. Or, the extent to which learner beliefs, motivations, and behaviors can or need to be changed remains unclear.

The two broad goals of this course are: (1) to critically review current research on (a) learner variables such as beliefs, motivation, identity/agency/autonomy, self- and other perception, anxiety/affect/positive tension, and achievement as well as (b) on socially-contingent constructs such as dynamic willingness to communicate, intersubjectivity,

different activities carried out by participants in the same task, prestige (overt and covert, such as implied in the question and article title, "When is it good to be bad"?), peer/pair dynamics and the perception of feedback, and self- as compared to peer-assessment; while we will include some seminal work by researchers such as Gardner and Horwitz, we will focus on their more recent contributions; and (2) to understand more precisely the multitude of challenges which teachers face as they aim to balance often conflicting demands of individual needs, group cohesion (or lack thereof), and prescribed curricular standards. We will touch upon research about teachers (such as teachers' anxiety, teachers' ability to assess learner anxiety, and motivational strategies) when relevant to our readings about learners. The large body of research on both student and teacher variables requires that we delimit our reading selections. Additional readings, not discussed in class, will be posted to the course website.

Course requirements include regular readings (app. 2-3 per class meeting), at-home completion of reading guides (one per reading), participation in class discussions, an interview assignment with report, the proposal of 3 (future) research questions in outline, written statements of initial and end-of-semester beliefs/tenets, a brief final presentation on 2-3 encompassing beliefs/conclusions you have taken away from the class, and an (action) teaching project in which you put one of your beliefs to the test. In the second half of the semester, common class meetings will be suspended at intervals in favor of individual and group meetings so as to facilitate the action teaching project.

742 /804 Transnational Perspectives on German Studies **Mani, T. 3:30-5:20**

This course seeks to evaluate the term "transnational" and its efficacy as a qualifier for a discipline such as German Studies, institutionally categorized as a "national language and literature" department. Through discussions on literary, historical, linguistic/pedagogical, philosophical, political, and sociological texts, the course aims to explore multi- and interdisciplinary perspectives on German Studies in the 20th and 21st centuries. Along with spotlighting key texts that form and inform German self-imagination and German imagination of the non-German/non-European 'Other,' the course collates and examines reactions to German nationalism and cosmopolitanism, migration, colonialism and modernity from outside the geo-cultural boundaries of Europe. In addition, this course discusses contemporary scholarship on the German-speaking world that focuses on nationalism and cosmopolitanism, migration, and colonialism. The course analyses the modes in which the above-mentioned political and ideational phenomena have shaped and informed 'modern' Germany, and the actual processes by which migrant, colonial, and cosmopolitan subjects have challenged, innovated, and revised the very definitions of the German nation and modernity. The course situates the discipline of German Studies in the larger investigation of the Humanities through filters of globalization and postcolonialism, in order to surmise new directions for the field. The course is offered in English and is open to interested graduate students from any field/discipline.

This is a reading intensive course. The course reader includes texts by literary authors such as Herman Hesse, Thomas Mann, and Aras Ören; historians such as Dipesh Chakrabarty, Friedrich Meinecke, and George Mosse; philosophers and cultural critics such as Theodor Adorno, Jürgen Habermas, and Gayatri Chakravorty Spivak; socio-political thinkers such as Arjun Appadurai, Ulrich Beck, Seyla Benhabib, and Max

Weber; and a few contemporary scholars of German Studies working on cultural studies, history, literature, linguistics, film, sociology, political theory, and theater.

Course Requirements:

(Active) Participation: 10%

Book review of a recent publication in German Studies relevant to the course (2004-2009; 2-3 pages): 10%

Abstract for a conference paper (1 page): 5%

One presentation (15 minutes): 15%

Mid-term paper (8 pages; conference format): 25%

Final Paper (expanded version of the mid-term paper; 20-25 pages): 25%

Attendance of the 42nd Wisconsin Workshop "On the 20th Anniversary of the Fall of the Berlin Wall" and a short response (1.5-2 pages) to one of the papers: 10%

Texts: Course Reader [available through learn@uw and College Library Reserves; in German and English]

German 758: Topics in Contemporary German

Prerequisite: grad student

Lec. 1, Louden, TR 8:00-9:15: German Syntax

This course is designed to provide students with a thorough grounding in the major syntactic structures of modern spoken German. We will begin the course by exploring fundamental questions of how syntax (in any language) works and how it is perceived by nonlinguists, especially grammarians. We will then proceed to consider the basic building blocks of the syntax of German beginning with nominal elements, nouns and determiners, and then moving on to adjectives, adverbs, and prepositions. Then, in the second half of the course, we will explore verbal syntax, with an emphasis on basic clausal structure. We will wrap things up by looking in detail at important verbal syntactic categories, including case, voice, tense/aspect, and modality.

Required Textbook:

Duden, Die Grammatik, Bd. 4, 7th edn., ISBN: 3-411-04047-5

Lec 2, Howell, MW 11:00-12:15: Socio-Historical Linguistics

In this course we deal with the effect of social and demographic factors on the process of language change, with particular reference to the Germanic languages. We will discuss the value of various approaches to sociolinguistics to historical studies, focusing on the numerous difficulties involved in basing sociolinguistic analysis on limited data. Topics treated in the seminar will include:

- The use and abuse of sociological 'explanations' in traditional historical linguistics
- Stratificational models in sociolinguistics
- Solidarity-based models in sociolinguistics: network theory, accommodation theory
- Language and dialect contact theory, koineization
- (Re)constructing vernaculars based on textual data
- (Re)constructing speech communities or communities of practice
- The role of social constructs such as gender, national/regional/ethnic identity and class in the development of linguistic behavior

Requirements:

Students will develop a prospectus for a research project involving application of theoretical concepts presented in the course to a specific problem in historical linguistics. In most instances this project will focus on changes resulting from urbanization and immigration in Germany or the Low Countries during the Early Modern

period. An initial report on the progress of the project will be made during the last six weeks of the semester in the form of a Referat (20 minutes plus 10 minutes of discussion). A final written prospectus of 20-30 pages will be due at on the last day of class. Students should have taken or be currently enrolled in German 650, or else should have other equivalent background in historical linguistics.