N401: Intensive Dutch I (3 CR) E. Ham / B. Haitjema

Section: 8653, MTWR 11:15-12:05 (Ham)
Section: 12307, MTWR 1:25-2:15 (Haitjema)

*This section meets with GER-N100

Prerequisite: This course presupposes no prior knowledge of Dutch. It is possible to attend N401/N100 as a first foreign language course.

N100/N401 is a first semester language course that develops basic skills: speaking, listening, reading, and writing. The goals to be reached by the end of the first semester of Dutch are good pronunciation, elementary grammar, a reasonable conversational fluency, and an ability to read not too complicated texts. We move fairly rapidly through elementary grammar and pronunciation, and concentrate on conversation from the beginning. Audio-recordings and video material will be used on a regular basis in order to improve listening comprehension and pronunciation skills. Homework is designed to reinforce vocabulary, reading and writing skills, aural comprehension, and the understanding of grammar.

Grading will entail: weekly quizzes, a midterm, a presentation on a Dutch subject (in English), several essays, two oral examinations and a final. Class participation is a requirement for successful completion of the course; therefore it also covers a solid part of the grade.

Required Texts:

Optional:
2 Henry Stern, 201 Dutch Verbs: Fully Conjugated in All the Tenses, ISBN: 978-0-812007381
N403: Dutch Reading Composition & Conversation I (3 CR) B. Haitjema
Section: 17658, TR 2:30-3:45

*This section meets with GER-N200; Prerequisite: N402/N150 or permission of instructor. This course is a continuation of N402/N150.

There will be a review and continuation of grammar with short weekly quizzes. Major attention will be paid to improving speaking, reading and writing skills. As conversation is stressed, class participation is important. In order to achieve the maximum enthusiasm in the class discussions, students will be invited to bring up topics of their interest. There will be quizzes regularly and short essays based on text materials we discuss in class. Each student will be required to give a presentation in class on a Dutch subject topic to be selected in consultation with the instructor.

Grading will entail: quizzes, a midterm, a presentation, an oral examination, a couple of short essays and a final.

Required texts:
2 Reader

N505: Advanced Dutch I (3 CR) E. Ham
Section: 16208 MW 2:30-3:45

Required texts:
1 Van Dale Pocketwoordenboek Nederlands als tweede taal, Van Dale 2003
   ISBN: 9066480726
2 reader

This course is designed to prepare students for reading of a variety of texts, from literature, magazine articles and other cultural based texts. In their oral and written responses to the readings, it is expected that students will demonstrate a growing awareness of - and sensibility to – Dutch: language and culture and express their ideas in a manner that is consistent with advanced language work.

We will build upon a wide range of language skills in N300:
Reading: Throughout the course, we will be reading a variety of Dutch texts, mostly literary in nature. Speaking and listening: Spoken Dutch also constitutes an integral component of the course. You will be expected to participate actively in class discussions and group work. You will also do listening exercises in and outside of class pertaining to the materials heard on the website. Grammar: You are expected to have a good grasp of basic and intermediate Dutch grammar concepts. We will review foundational concepts throughout the course and you are responsible for reviewing grammar that still presents you with difficulties. Writing: A main focus of the course will be on writing in Dutch - to express ideas, convey information, and improve style and accuracy. We will also practice writing in a variety of different contexts. At times you will be asked to react to various materials. At other times, you will write longer and more structured essays.

Grading will entail: quizzes, a midterm, a presentation, a couple of short papers and a final project.
K501: Beginning Norwegian I (3 CR) Gergana May
Section: 8652 MTWF 11:15-12:05

Course Description:
The course will introduce you to the fundamentals of the Norwegian language and will provide you with the tools to function in an everyday context. You will be able to discuss daily topics such as food, weather, housing, clothing, health, likes/dislikes, and travel. Authentic cultural materials will be used whenever possible. Class meetings are an invaluable immersion experience; therefore, your attendance and participation are essential to being successful. Homework will deal with grammar exercises, but essay writing will gradually be required. Weekly quizzes, two tests and two oral exams will count toward the final grade.

Books:
Required books:

Recommended books:

K503: Intermediate Norwegian I (3CR) G. May
Section: 11244 MWF 12:20-1:10

Prerequisite: K100/K501 or permission of instructor. This course is a continuation of K100/K501.

Course Description:
The course will build on your existing knowledge of Norwegian, strengthening and expanding the language tools you already possess to make you able to move beyond the everyday topics and into more specialized areas of conversation. We will focus on your ability to narrate and describe in Norwegian, as well as to construct well-rounded paragraphs. Topics of discussion will include family life, housing, food, media, education, Norwegian history, literature and the welfare state. We will use mainly authentic cultural materials. You will be required to do all the reading at home. Class time will be devoted exclusively to conversation/discussion and going over specific grammar topics and exercises. There will be two comprehensive exams on your listening, reading and writing skills, focusing on particular grammar points. Weekly essays will also be required. We will start with short, half-page essays and gradually build to longer assignments.

Books:
Required books:

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Recommended books:

Y501: Beginning Yiddish I (3 CR) Dov-Ber Kerler
Section: 12822, MWF 9:30-10:45

Y505: Topics in Yiddish Literature (3 CR) Dov-Ber Kerler
Section: 17498, MW 4:00-6:15 (2nd 8 weeks course)

G500: German College Teaching (3 CR) Susanne Even
Section: 8644, TR 2:30-3:45

Course description
The intention of the course is to familiarize participants with theoretical and practical considerations of foreign language teaching and learning. We will look at language-centered, learner-centered, and learning-centered methods and approaches, and examine ways in which some of their components can be chosen for the foreign language lesson in order to afford a rich learning environment. Ultimately though, we will problematize the concept of method and look at possible principles and parameters of a post-method pedagogy.

Required readings
- Selected articles and excerpts (see RESOURCES on ONCOURSE).

Assignments
This course will be as hands-on as possible and entails a number of different assignments. You will have to give practical presentations of different teaching methods/approaches through short teaching sequences. You will have to write the minutes for one class session and prepare different skills activities. And you are expected to observe lessons and write about them.

1. Teaching Presentation
There are eleven teaching presentations scheduled on the syllabus, and you will sign up for two of them; one “alternative method” and one “communicative approach” (the teaching methods/approaches are introduced in the Richards/Rodgers book). The presentation should be limited to 20-25 minutes and should include
- a teaching demo (10-12 mins) demonstrating an example on how to teach according to this method/approach (other participants will be the learners);
- a brief discussion on the benefits and shortfalls of this method/approach, taking into account secondary readings;
- questions or comments for discussion;
· a one-page handout outlining the approach (including questions, comments, etc).

Feel free to set up the classroom according to the spirit of the method/approach you are presenting. Feel free to determine a different location to accommodate your needs, but you have to notify the instructor well ahead of time.

2. Minutes

In order to avoid lengthy note-taking during teaching presentations and still retain a valid impression of the proceedings, participants will sign up for minute-taking during two teaching demos.

3. Four Skills

There will be scheduled discussions of the four skills of language teaching (listening, speaking, reading, writing). You are required to invent three short class activities for each of these sessions based on topics in *Neue Horizonte*. The activities have to be submitted as email attachments to evens@indiana.edu by 8:00 AM on day of the class session.

4. Teaching Observation

Teaching observations are eminently useful. They expose observers to different teaching styles and didactical ideas that can come in handy in one’s own teaching. They also inspire further pedagogical discussion and thought.

You are required to observe a minimum of two language classes within the department of Germanic Studies (previously arranged with the respective instructors) and write a 1000-1200 word report on each of them (typed double-spaced with a generous margin). The report should encompass

· a summary of the lesson, together with a time outline (what happened, and how long the different teaching phases lasted);
· an account of great teaching behavior, phases and activities (and why they are deemed to be positive);
· an account of teaching instances that could be improved on, how and why;
· a final evaluation of the lesson.

There are a few model teaching observations on ONCOURSE that should give you an idea how to go about writing a report. You are strongly encouraged to be candid and express your honest opinion about the teaching you have observed. Any criticism will not reflect back on the AIs you have observed (names should be omitted anyway), and your report will not be shown to them or discussed with any of them. (At the same time, the AIs usually welcome if you talk about your impressions with them afterwards.)

Participation and Attendance

Active participation in class is the basis for a successful seminar. You are expected to come to class with a sound knowledge of the assigned reading material, together with questions for discussion. Regular attendance is taken for granted. However, there might be times when you have to miss a class. Excused absences include prolonged illness, death in the family, job interviews, university sports competitions or musical contests.

You are allowed one unexcused absence during the course of the semester that will not adversely affect your grade. Each additional absence over one will lower your final grade by a third of a letter grade. It is your responsibility to make up the work for classes you miss and to be prepared for the next class. If you have to be absent, you must let your instructor know this ahead of time.

3/28/2014
Grading

Performance in this course will be graded on the basis of teaching and topic presentations, skills activities, minutes, two written teaching observation reports, and overall participation in classroom discussion. Grade allocation is as follows:

- Two teachings presentations: 20%
- “Four Skills” activities and minutes: 20%
- Two teaching observations: 30%
- Classroom participation: 30%

Your final course grade will be determined as follows:

- 100-93% → A;
- 92-90% → A-
- 89-87% → B+;
- 86-83% → B
- 82-80% → B-
- 79-77% → C+;
- 76-73% → C
- 72-70% → C-
- 69-67% → D+;
- 66-63% → D
- 62-60% → D-
- < 60% → F

Photography / Filming

Digital pictures and/or short films of your practical presentations might be taken. If you do not wish this, please notify your instructor beforehand. Copies of any photos or film clips will be made available to you on request. Should the instructor plan to show any of the digital material from this class in other settings, she will have to obtain your consent first.

G575: Historical Study of German Literature III (3 CR) Johannes Türk
Section: 30338, R, 4:00-6:30pm

Topic: Prose of the Everyday: Narrative Form in the Nineteenth-Century Novel and Novella

Course Description:
This course examines canonic nineteenth-century novels and novellas reaching from Balzac to Stifter, Flaubert, and Fontane. Its focus is one of the characteristic features of nineteenth-century literature: its preoccupation with the everyday that Hegel calls aptly the “prose of life.” What seemed to hold no significance for higher art, quotidian life, becomes a major focus of modern literature and could well constitute its most significant innovation. It is represented in the seemingly artless diction called “prose.”

The course will unfold the historical, aesthetic, and political implications of the different ways in which everyday reality – ephemeral observations, quotidian objects, insignificant days, inconspicuous encounters, ordinary emotions and events etc.– is represented in literary texts. On the one hand, ordinary life is ennobled with the dignity of literary form. It becomes part of an intrigue that endows it with importance. At the same time it is shown as a pawn of historic, economic, and social forces that can intensify and aggrandize but also destroy this life. Alternatively, the quotidian decomposes literature’s established plot structures and disentangles its intrigues into a myriad of observations. What is the significance of the fascination with the everyday? And how can we understand the history of prose, this apparently formless form that contradicts significant paradigms of the literary?

A crucial part of the etymology of prose that can help us understand its literary significance is its relation to the Latin “pro-vorsa,” forward looking. According to Franco Moretti, the advent of prose means that more complex sentences become possible once rhyme and meter are abandoned:
Hypotaxis replaces parataxis. This course will explore how these structures inaugurate new narrative forms.

Readings (not finalized, titles will be added)

Balzac, Colonel Chabert
Flaubert, Éducation Sentimentale or Madame Bovary
Fontane, Effi Briest
James, The Beast in the Jungle
Kleist, Die Marquise von O... . Das Erdbeben in Chili
Raabe, Die Akten des Vogelsangs
Stifter, Bunte Steine and Brigitta
Storm, Immensee und andere Novellen
Schnitzler, Fräulein Else

Literary scholarship, paintings, and excerpts from philosophic texts will be discussed in addition to these texts. They will be available on On-Course.

G577: Historical Study of German Literature IV (3 CR) Ben Robinson
Section: 30345, T, 4:00-6:30pm

Topic: Modern Marxisms

Course Description: An introduction to a foundational approach to modern cultural studies. Marxism emerges from a 19th-century confluence of economic, social and cultural modernization, becoming, some have argued, the decisive break in how we think about social system and historical change together. We examine key texts by Marx to gain working definitions of property, labor, value, class, periodization, crisis, and contradiction. We consider how thinkers such as Luxemburg, Lukács, Benjamin, Brecht, Adorno and Marcuse have applied Marx to the relationship between cultural awareness, on the one hand, and social description, transformation and life experience, on the other. We conclude by examining how contemporary Marxisms relate to rational choice, the commons or civil society, and present-day globalization. Throughout the semester we will toggle between texts of Marxist commentary and texts to which we apply our analytical lessons. We will build in steps—overview of scholarship, scholarly styles, bibliographies and footnotes, current research problems—toward a final project in the form of either a conference presentation or half a research essay. Most texts will be available in German and English.
G625 Literature and Special Topics (3CR) – Remigius Bunia, Max Kade Visiting Prof.
Section 16067, MF: 4:00-6:30 (1st 8 weeks only)

**Course Topic: Dirty Things**

**Course Description:** The course on “Dirty Things” will take a closer look at two discourses. First, we are going to read and discuss novels that deal with things: things as material objects, as merchandise, or as tokens of one’s past. Second, we are going to browse through the current research on consumption culture (for instance by Daniel Miller). The main objective is to understand a basic “Western” contradiction: On the one hand, we now live in a comparatively materialistic and hedonistic culture in which things play an important role. On the other hand, the “official” doctrine—for example the lessons taught at universities—asks us to look for inner and spiritual values and to consider the material world as base and mean. This contradiction appears under different disguises: The educated would condemn people who literally love their car and treat it like a fetish, but they would at the same time require everyone to respect “indigenous cultures” that take certain objects for sacred. (The very history of the term fetish is very instructive since Karl Marx linked classic anthropology to economic theory in a way we would no longer call politically correct.) Possibly even the criticism of neoliberalism is rooted in this contempt for the material. One of the starting points of our course is the assumption that the cultural history—as we find it in the fiction we are going to read—endorses this “spiritualism.” Some novels, however, openly appreciate aspects of the modern material culture. It will be thus important to assess the role of literature in the cultural process. This also includes the fact that the book itself is a material object and a merchandise. At the end of the course, we should be able to assess the history of material culture and understand the aforementioned contradiction to a greater extent than before.

G632 Gothic (3CR) – K. Gade
Section 30351, MW 2:30-3:45

**Course Description:**

The aims of G632 are twofold: to provide an introduction to historical Germanic linguistics and to present a treatment of the phonology and morphology of Gothic, the oldest Germanic language recorded in connected texts. We shall trace the phonological and morphological developments from Proto Indo-European to Gothic, and comparative evidence from the other Germanic languages (Old Norse, Old English, Old Saxon, Old High German) will be used to highlight the discussion. Instruction will be through lectures supplemented by background reading. Class activity will involve discussion of readings plus translation and linguistic analysis of Gothic texts. The grade will be based on class participation, an oral report, a midterm, and a final exam.

G638 Old High German (3CR) – K. Gade
Section 30358, MW 4:00-5:15

Course Description:

The course will focus on the Old High German dialects (phonology, morphology) and their developments with sidelights on the literary monuments and problems of transmission. We shall read and translate select texts from *Althochdeutsches Lesebuch* representative of the different dialects, beginning with the East Franconian 'Tatian'. Your final grade will be based on class participation, a midterm, a final exam and an oral presentation.


G825: Seminar in German Literature (3/4 CR) M. Chaouli
Section: 18131 (4 CR) & 18139 (3 CR), W 4:00-6:30

Course Topic: Interpretation and it’s Rivals

Interpretation is arguably the core pursuit of the humanities, yet it remains a curiously spongy conception, one that can be squeezed or expanded almost at will. What is more, it seems to be under perennial attack; alternatives continue to be put forward. The seminar will attempt to establish a genealogy of the idea of interpretation, contrasting it with close neighbors and predecessors such as philology and exegesis. We will survey some of its most consequential articulations and study conceptions that have been advanced as rivals, such as presence, disclosure, orientation, (psycho)analysis, discourse analysis, and distant reading. Our main goal is pragmatic: to use the study of the idea of interpretation and that of its critiques to sharpen our sense of our own work. Ideally, a better understanding of what we do allows us to get better at *doing* what we do. The seminar is conceived as an occasion for individual and collective research. Developing and sharing insights will stand at the center of our work. Writers that will occupy us (depending on the interests of participants) include Kant, Schleiermacher, Dilthey, Freud, Heidegger, Wittgenstein, Gadamer, Foucault, Derrida, Sontag, Kittler, Moretti, and Gumbrecht.

If you have a disability and need assistance, special arrangements can be made to accommodate most needs.

For assistance, please contact us in BH 644 or call 855-7947 or 855-1553.