These descriptions supplement the official descriptions published in the most recent Bulletin of the College of Arts and Sciences, and should be read together with them. A list of required texts generally follows each description.

G100  
**Beginning German I (4 cr.)**  
Staff

**Prerequisite:** This course presupposes no prior knowledge of German. In four class meetings per week students will develop skills (listening, speaking, reading, and writing) for communicating in German within a cultural context. Language laboratory work and written homework are an intrinsic part of the course, as is the accumulation of portfolio items. Regular mandatory tests are designed to give feedback to students and teaching staff. Active class participation is a requirement for successful completion of the course, as is a passing grade on the final examination. To proceed to G150, students need to earn a grade of C- or better in G100.

**Required Texts:**
- Reimann, Monika: *Essential Grammar of German.* Hueber Verlag. ISBN 9783192015755

G100  
**Professional German (4 cr.)**  
Staff

This course presupposes no prior knowledge of German.

It is aimed especially at students who consider living, interning, or working in a German-speaking country, focusing on developing practical language skills (listening, speaking, reading, and writing) for communicating in German in professional as well as everyday situations.

Language laboratory work and written homework are an intrinsic part of the course, as is the accumulation of portfolio items, and regular mandatory tests. Active class participation is a requirement for successful completion of the course, as is a passing grade on the final examination.

To proceed to G150, students need to earn a grade of C- or better in G100.

This course is equivalent to the regular G100 course, allowing students to easily switch between the Professional German track and the traditional track.

**Required Texts:**
- *Alltag, Beruf & Co 2. 2 AudioCDs zum Kursbuch.* Hueber Verlag. ISBN 9783192315909
- Reimann, Monika: *Essential Grammar of German.* Hueber Verlag. ISBN 9783192015755
G105  Accelerated Elementary German I (5 cr.)
Staff
Prerequisites: Advanced coursework in another foreign language, departmental authorization or placement through examination. The course sequence G105-106 is designed for beginning German students who already know another foreign language well and all others who can progress at an accelerated pace. It is also suitable for students with several years of high school German who did not place directly into G150. Students are challenged to complete four semesters of German in two semesters and thus fulfill the COAS foreign language requirement.

Required Texts:

G150  Beginning German II (4 cr.)
Staff
Prerequisite: G100 with a minimum grade of C-, an equivalent course at another institution, or placement. G150 continues the two semester introduction to the German language as presented in the textbook, Neue Horizonte. Tests will be given as we complete each chapter of the book, and there will be an oral exam as well as a one hour final examination. To proceed to G200, students need to earn a grade of C- or better in G150.

Required Texts:

G200  Intermediate German I (3 cr.)
Staff
Prerequisite: G150 or G105 with a minimum grade of C-, an equivalent course at another institution, or placement. Continuation of language acquisition within a cultural context, as begun in the first year (G100 & G150). Students will work on raising their level of proficiency in the German language through reading, writing, listening, and intensive oral work in class as well as homework assignments. Tests will be given as we complete each chapter of the book, and there will be a one hour final examination. To proceed to G250, students need to earn a grade of C- or better in G200.

Required Texts:

G250  Intermediate German II (3 cr.)
Staff
Prerequisite: G200 with a minimum grade of C-, an equivalent course at another institution, or placement. Continuation of language acquisition within a cultural context. Students will expand their vocabulary and work towards higher levels of proficiency in the German language in oral and written self-expression as well as reading and listening comprehension. To proceed to G300, students need to earn a grade of C- or better in G 250.

Texts:
G300  Fifth-semester College German (3 cr.)
Staff
Prerequisite: G250 with a minimum grade of C-, an equivalent course at another institution, or placement. This course is designed to prepare students for subsequent 300-level work in German language, literature, and culture, and a variety of texts from these areas will be read. In their oral and written responses to the readings, it is expected that students will demonstrate a growing awareness of—and sensitivity to—German culture and express their ideas in a manner consistent with advanced language work. Each student should own a good German-English / English-German dictionary as well as a standard reference grammar.

Texts:

G305  Intro to German Literature: Types
Lawson

Description: How do I read German literary works to get the most out of them? How can I better understand works from different periods? How can I understand different types of literary works? What are some of the tools authors use to create their artistic worlds? How do I talk about what I read?
This course will introduce students to the study of literary types--drama, narrative, and lyric--with examples of each selected from two or more historical periods. It will enable students to improve their reading proficiency in German through our careful examination of two longer, and several shorter, unedited literary texts as well as of a collection of short poems. Class work will include systematic vocabulary building designed to give students the skills they need to discuss literary types in German. Attention will be paid to points of advanced grammar and usage. Course readings and class discussions will focus on the formal and literary means by which authors from different times and places in the German-speaking world go about their work. All texts and written assignments will be in German, and German will be used as the first language of discussion. English will be available only as needed.

Prerequisites: Any student may enroll in G305 who has either completed G300 at IUB with a grade of C- or higher or achieved an official qualifying score on the IUB German Placement Test (administered by the IUB Bureau of Evaluation Services and Testing), or on another standardized proficiency test. Completion of G330, however, is strongly recommended. Students with a native or near native command of German should consult with the Undergraduate Advisor about substituting an appropriate 400-level course for G305.

Texts and materials: We will read (and hear and see not necessarily in this order):
1) Herr Lehmann, the 2001 prize winning novel by Sven Regener. ISBN: 978-3442453306
2) Mutter Courage, a play written in 1939 by Germany’s most famous 20th century dramatist, Bertolt Brecht. ISBN: 978-3518100493
3) a set of poems selected from widely different times. Available from the instructor.
4) a selection of short works representing other narrative and dramatic genres, as well as other time periods, such as short stories or short plays, which will be either provided by the instructor or available online.
5) A film -- TBD
**G330**  
**Sixth-semester College German (3 cr.)**

Staff

**Prerequisite:** G300 with a minimum grade of C-, an equivalent course at another institution, or placement. This course continues to expand and develop the student's command of German beyond previous, intermediate-level work and prepare them for upper level courses for a major or minor in German. Students will work with a variety of contemporary texts, with the expectation that they have a basic familiarity with German culture. Language practice will focus both on helping students to express their ideas in a manner consistent with increasingly advanced language work and on developing reading strategies for a range of text types.

**Texts:**

**G362**  
**Introduction to Contemporary Germany (3 cr.)**

Türk

**Topic: The German Age: Introduction to Contemporary Germany**

This course is an introduction to contemporary Germany. It will familiarize you with the most important events that have shaped Germany in the 20th and 21st centuries and provide you with concepts that give meaning to these events. It will be guided by the question if and why it is possible to see this period as a German age. We begin by looking at the history of German culture from the aftermath of the First World War, the Weimar Republic, and the Nazi period, to the end of the Cold War and the emergence of a unified Germany. We end by investigating recent developments toward a post-national Germany in the framework of the European Union, discussing the tensions between the unified European market, democratic procedure, and the German cultural tradition as forces shaping and questioning German national identity.

It is the goal of the course to impart a critical, complex, and historically informed perspective on the major cultural and political developments of recent German cultural history in order to understand today’s Germany. To reach this goal, we will discuss themes such as youth culture, gender issues, immigration, environmental policy, education, art, literature, and sports to understand the past and the present. We will study a great variety of artifacts from paintings to music, short texts and films.

Course taught in German. Readings are in both German and English.

**Textbook:**

All other texts will be provided on Oncourse.
This course is an advanced language course whose goal is to improve students’ reading and writing skills, enhance their mastery of grammatical and idiomatic structures, and at the same time introduce them to German literature and culture. We will study short texts, films, and paintings, observe changes in style and ideas in order to gain an overview as well as deeper insights into German-speaking culture while improving language skills along the way. The course is thus the ideal preparation for more advanced levels of learning in the field of German. At the end of the course, students should be able to read German literary texts fluently and express critical views and ideas eloquently in oral and written German. Grammar will be reviewed and basic tools for the analysis of texts will be introduced.

Required Texts:

As part of this course, students will learn the language skills necessary to:

- understand and perform basic professional communication;
- read, listen to and watch business news;
- write a résumé
- start to get an understanding of corporate culture in the German-speaking world

In addition, we will look at insurance and social security systems, and examine the language of advertising. If you plan to intern, work, or study in Germany, this course will give you a good overview of business-related vocabulary and cultural norms. No background in business is necessary.

Required Text:
Mermaids and Other Legends in the Middle Ages
Legends make up among the most important narrative materials of the Middle Ages and were more popular than just about any other kind of text. The Latin term 'legenda' means quite simply 'reading matter' and gives an indication of how such texts were employed. Already in the early Middle Ages, legends were disseminated in performative fashion: they were read out loud, sung and even danced. Visual media also played an important role. That is also the place where they survive – for instance: Have you ever paid attention to the tiny mermaid in the logo of Starbucks?
In this course, we will become acquainted with German-language legends of the 9th through the 21st century and analyze continuities and discontinuities in both their form and function. Selected images from the Indiana University Art Museum will provide us with an additional point of departure for writing our own legends. A complementary goal is to develop students’ German-language proficiency; hence, the language of instruction will be German. All readings will be provided in electronic form.

Meerjungfrauen und andere Legenden im Mittelalter
Legenden gehören zum wichtigsten Erzählgut des Mittelalters und waren so populär wie kaum eine andere Textsorte. Der lateinische Begriff 'legenda' bedeutet 'das zu Lesende' und verweist auf die Rezeption. Bereits im Frühmittelalter wurden Legenden performativ verbreitet: Sie wurden vorgelesen, gesungen und sogar getanzt. Auch visuelle Medien spielten eine wichtige Rolle. Spuren davon leben fort, beispielsweise die kleine Meerjungfrau im Logo von Starbucks.

G415 Perspectives on German Literature (3 cr.)
Keller

G416 Studies in German Authors (3 cr.)
Weiner

Topic: “Hofmannsthal, Schnitzler, Rilke, George”
The course analyzes the works of four of the most celebrated authors of the Fin-de-Siècle; Hugo von Hofmannsthal (1874-1929), Arthur Schnitzler (1862-1931), Rainer Maria Rilke (1875-1926), and Stefan George (1968-1933). In a period and a context of remarkable cultural accomplishment—encompassing both the cosmopolitan and “decadent” atmospheres of turn-of-the-century Vienna, Munich, and Berlin, the dramatic innovations of the Viennese Burgtheater, and the utopian nature movements in the artist colonies of northern Germany—these four contemporaries, colleagues, and rivals authoritatively defined the innovations of the prose, poetry, and drama of the German-speaking world, to such an extent that their influence can still be discerned today. Their work spanned the cultural spectrum of their time, from the most exalted and refined craft of modernist poetry to genres directed at the general public, including opera librettos, journalism, and the novel. Equally significant is the fact that while some of these men stylized themselves as working in the ivory tower of pure art, they also took political positions and exerted in some cases a great deal of influence on the vocabulary and the nature of (often reactionary or even proto-fascist) political discourse and nationalist agendas, while also reacting to the growth of anti-Semitism.

The class will read some background materials concerning the lives of these men and the major figures of their time, and will discuss representative selections from their poetry, prose, dramas, and opera librettos. Most discussions will be conducted in German. Each student will be responsible for opening the discussion of a given work once during the semester. In addition, there will be three short writing assignments, in German: the first (ca. 2-3 pages in length) a description of a student’s personal, subjective response to a work, the second (also 2-3 pages) a close reading of the formal make-up of a section or part of a poem, essay, short story, drama, or novel found on the syllabus, and the third (ca. 3-4 pages in length) a detailed analysis of a work not included in class discussions. Once the first two papers have been evaluated by the instructor and returned, students may re-write and re-submit them within one week of receiving the evaluation, thereby potentially improving the paper’s grade by up to two steps (i.e., an initial grade of “B-” could be raised to “B” or “B+,” an initial grade of “B” could be raised to “B+” or “A-,” etc.). One-half of the paper grade will reflect the quality of the German, the other half the paper’s content. There will be no final exam.

A student may have up to two (2) unexcused absences; every absence thereafter will lower the final grade by 1/3 of a letter grade (e.g., for three unexcused absences, a grade of “A-” would be lowered to “B+,” for four unexcused absences “A-” would be lowered to “B,” etc.). Nonetheless, credit is not given for attendance alone, but solely for participation.
Grades will be computed as follows: Participation = 50%; Paper I & II = 15% each; Paper III = 20%

Texts
Burdorf, Dieter. *Einführung in die Gedichtanalyse.*

Hofmannsthal, Hugo von. *Der Brief des Lord Chandos: Schriften zur Literatur, Kunst und Geschichte.*
ISBN-10: 3150180341

-----. *Gedichte.*

-----. *Reitergeschichte und andere Erzählungen.*


George, Stefan. *Gedichte.*
ISBN: 315008444X.

Rilke, Rainer Maria. *Die Aufzeichnungen des Malte Laurids Brigge.*
Frankfurt am Main: Insel, 2000.

Schnitzler, Arthur. *Frau Berta Garlan.*
ISBN-10: 3150184274

-----. *Professor Bernhardi.*
Reclam, Philipp, jun. GmbH, Verlag (Dezember 2005)
ISBN-10: 3150183863

-----. *Reigen. Liebelei: zwei Theaterstücke.*
Fischer Taschenbuch; Auflage: 39, 1960
ISBN-10: 359627009X

-----. *Traumnovelle. Fräulein Else. Leutnant Gustl.*
Insel Verlag, (2012)
ISBN-10: 3458362215
**Introduction to German Phonetics and Phonology (3 cr.)**

Hall

*Counts toward COAS Distribution Requirement in NMCC/Mathematical Sciences and Cognition or Natural Sciences and Mathematics.*

The two primary goals of the course are:
1. to introduce you to the area of linguistics known as phonetics with particular reference to the articulation of the sounds of (modern standard) German;
2. to introduce you to the area of linguistics known as phonology with particular emphasis on the phonology of (modern standard) German.

This course consists of two parts:
Part I (first third of course): The phonetics of German (how the sounds are produced);
Part II (the remainder of the course): The phonology of German (the rules governing which sounds are permitted in which positions of German words).

The course material will be in the form of extensive handouts. Attendance and class participation are crucial to your success in this course. There will be a midterm (at the end of Part I), regular homework assignments and a final examination. The course will be taught entirely in German.

Note: This is an introduction to a particular branch of linguistics. Students with no previous knowledge of linguistics are welcome to attend. This course is NOT a pronunciation class, although your pronunciation of German will improve significantly as a result of your participation.

**Required reference work:**

**Introduction to the History of the German Language (3 cr.)**

Hall

This course provides an overview of the history of the German language from the earliest written records to the present day. Emphasis will be placed on the most significant phonological and morphological developments. The course will begin with a brief introduction to linguistics, including general principles of historical linguistics.

This introduction will be followed by three units devoted to earlier attested stages of the German language (Old High German, Middle High German, Early New High German). The course will conclude with a unit devoted to modern German dialects. In each of these units, we will summarize the major structural aspects of the language and examine sample texts.

No background in linguistics is assumed. The course will be appropriate for beginners and advanced students alike. Course material will be in the form of instructor-generated handouts.

The course grade will be based on two quizzes, homework assignments, a final examination and class participation. The course will be conducted entirely in German.
G491  **Elementary German for Graduate Students** (3 cr.)  
Staff  
This course enables students to acquire the basic passive knowledge of German grammar and vocabulary necessary for translating and reading graded texts. No prior knowledge of German is assumed. The class is conducted entirely in English; listening, speaking, and writing skills are not developed, although some attention is given to pronunciation.

Any graduate student may enroll in G491. Please note that neither G491 nor G492 carries graduate credit (towards graduate degree requirements) in the University Graduate School, although most departments accept G491 enrollment as part of a student's current program of study. Undergraduates may enroll in G491 if they have already fulfilled the foreign language requirement for the B.A. in another language. The Department of Germanic Studies does not permit auditing of G491 for any reason.

**Required texts:**

**E121  An Introduction to German Culture** (3cr.)  
Robinson  
**Topic: German Miracles: Art, Love, Science and Money**

What is a miracle? Germany has had more than its share of miracles, some of them wonderful, others apocalyptic. We explore German miracles big and small: Religious miracles recorded ecstatically in books of wondrous signs. Scientific breakthroughs so unexpected they appear otherworldly. Artistic breakthroughs so sublime they seem supernatural. Folk and fairy tales so dumbfounding it seems like dreams and reality have switched places. Economic expansions and crises so off-the-charts that people can only imagine a miracle or catastrophe. Weapons so powerful that the foe trembles with shock and awe. Love so transformative—whether romantic or Platonic—that the erotic and divine become one.

**E311  Tradition and Innovation in German Literature** (3cr.)  
Keller  
**Topic: Adventure and Risk. Tales from before the Age of Columbus**

A knight rides through a wood while a wild figure, half-human, half-animal, crosses his path and asks: “What is adventure?” The insider explains to the outsider that being on a quest is the aim of his life. What motivates his quest, what do the risks taken by medieval men consist of, what motivates their choices and with which outcomes do they possibly reckon? These questions will be addressed with help from some of the most famous tales of the Middle Ages, but also a no less celebrated travel report from early modernity, that of Hans von Staden, who by his own report was captured by cannibals before escaping and returning to the “civilized” world. Confronting these two bodies of literature will permit us to witness the migration and transformation of mythological environments from the fictional forests of medieval epic and romance to a very “real” place across the ocean: the New World. Because the readings provide fertile ground for the development of the first western concept of adventure, we will also explore the ideological origins of the term. In the clash between the new world and the old, we encounter a field in which modern ideologies of adventure, fulfilment, self-realization and risk-management were mapped out. Students will learn not only to interpret a medieval tale in its own right, but also to identify artistic, intellectual, political and religious themes in it that are closely linked to 20th- and 21st-century visions of individual and collective life. Hence students will discover surprising ways in which perceptions of medieval phenomena shaped the interpretation of aspects of modern life. All readings will be provided in electronic form.
E322  German Cultural History  (3cr.)
Breithaupt

Topic: 17 objects - A Cultural History from the Unicorn Horn to the VW Beetle

This course will offer a survey of the cultural, political, scientific, and economic history of German speaking world by focusing on 17 objects. Some of these objects are quite concrete and touchable, including the Autobahn or Leica camera, others are ideas or visions that have gained concretion as if they were objects, such as the Alps or the concept of “The Self.” Students will have the task to research these objects and to prepare a museum display with these very objects, some of which are actually on this campus (like the Gutenberg Bible). And yes, there will be an exhibition at the end. Jointly as class we will all read short texts (all in English translations) taken from famous literary works or watch movies clips in which the object plays a prominent role. Taken together, these objects will compose a material history of the German-speaking world.

These objects include:

Unicorn (Middle Ages)
Gutenberg Bible/Luther Bible (1492/1545)
“The Self” (1770-1800)
The Alps in Romanticism and beyond
Biedermeier picture frame
Odol Mouthwash (1893)
Freud’s Couch
5 Billion Mark Note (1923)
Leica Camera
Bubikopf (a new female haircut)
Hitler’s Autobahn and VW Beetle
The Wall (1961-1989)
Berlin Palace/Palast der deutschen Republik (1699/2010)

Book Order [total $ 22]:
Thomas Brussig, Heroes like us, Farrar... ISBN-13: 9780374527600

E323  German Film Culture  (3cr.)
Breger

Topic: Cosmopolitan Challenges: Contemporary European Cinema

European societies have experienced heated debates about questions of immigration, political integration, cultural identity and globalization over the last couple of decades. Filmmakers have contributed to these debates in a variety of ways, often more imaginatively and productively than politicians and journalists. Through a broad range of genres and more experimental forms, contemporary European cinema develops fresh angles and at moments bold perspectives on the challenges of ‘living together’ in the 21st century. This course explores these rich imaginaries—with a focus on cinema, but possibly also some glances at works in other visual media—against the backdrop of contemporary discourses on immigration, identity, and cosmopolitanism.

The course is jointlisted between Germanic Studies, CMCL and European Studies. It will be taught in English with a focus on discussion but some lecture elements. All materials will be available in English or with English subtitles. There will be a weekly filmshowing (alternative arrangements can be made in case of scheduling conflicts); accompanying critical readings will be available on oncourse. Assignments will include two critical papers and a creative project.
**E341 Dutch Culture: Modern Netherlands (3cr.)**

Ham

**Topic: History of Dutch film and culture**

Taught in English; no prerequisites. Course open to graduates and undergraduates.

There are many misconceptions about the Dutch and their culture. This course starts with a historical background, needed to understand better where Dutch culture and mentality comes from, and why the country has been different compared to other nations in how it looks at society in general. We will look at and analyze the behavior of individuals in social contexts and historical settings. Dutch colonialism, and Dutch participation in (world) wars and immigration to the Netherlands in the last 100 years. Several excerpts from literature will be read to illustrate the importance of those aforementioned factors and we will compare and analyze a couple of films from the 1960s until now. The main focus will be on The Netherlands, but we will look at parallels in other West European countries also.

All literature will be read in translation and the course will be conducted in English.

Grading will entail: quizzes, a couple of response papers and a final.

**Required texts:**
Reader

**E351 Topics in Yiddish Literature (3cr.)**

Kerler

**Topic: Fantasy, Realism, and Fiction in Modern Yiddish Literature**

2nd 8 week course
CASE A&H, CASE GCC

Modern Yiddish culture draws much of its strength and pride from the major achievements of modern Yiddish literature which originated in 19th century Russia and Poland. Evolving, in part, from traditional and folk genres (many of which can be traced back to the 16th century and earlier), it soon adopted contemporary models of European fiction and literary creativity and adapted them to both the context of traditional Jewish literacy and the common experience of East European Jews and their social, cultural, and political aspirations. This course aims to offer a detailed survey of some of the major trends of the first century of Modern Yiddish literature with emphasis on its historical and formal aspects. Yiddish works that will be read in English translation will include a selection of tales by Rabbi Nachman of Bratslav (1772-1810), short novels and stories by Yisroel Aksenfeld (1787-1866), Mendele Moykher Sforim (1836-1917), Sholom Aleichem (1859-1916), Y.L. Peretz (1851-1915), and the play “Der Dybbuk” by Sh. Ansky (1863-1920). Discussion and analysis of these works will be devoted to their fundamental cultural and historical context, their role in rediscovering and shaping the aesthetics of a young modern literature, as well as the interplay between satire, "ethnographism", realism, and symbolism.
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 introduced and required. Weekly quizzes, two tests and two oral exams will count toward the final grade.

Books:

Required books:

A. Textbook (with CD):

B. Workbook:

C. Vocabulary book:

Recommended books:

D. Grammar:

E. Dictionary
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. Topics of discussion this semester will include Norwegian geography, history, society, folk narrative, school-system, food and well-being. 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 discussion and going over specific grammar topics and exercises. There will be an exam every third week on vocabulary and grammar. Weekly essays will also be required. We will start with short, one-page essays and gradually build to longer 2-page assignments. One written exam and two oral presentations will count toward your final grade.

Books:

Required books:


Recommended books:

D. Grammar:

E. Dictionary
N100/N401  Intensive Dutch I (4 cr.)
Ham

*This section meets with GER-N401

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: 9780812007381
3  Kramers dictionary, Het Spectrum, 2001
English – Dutch ISBN: 9789027476104  and

N200/N403  Dutch Reading Composition & Conversation I (3 cr.)
Ham

*This section meets with GER-N403

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
Advanced Dutch (3 cr.)

Ham

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.

Beginning Yiddish I (4 cr. / 3 cr.)
Kerler

*This course is the first semester of elementary Yiddish. Students are not expected to have prior knowledge of Yiddish. They are, however, strongly encouraged to get acquainted with the Hebrew alphabet beforehand.

Conducted mainly in Yiddish, this course aims to develop

(a) essential communication skills (reading, writing and listening) and
(b) awareness of the socio-cultural context of modern literary Yiddish and its communicative, expressive, and stylistic varieties.
The grammar will include: nouns, verbs, and adjectives; grammatical gender and the case system; word-order, idiomatic usages, and phraseology. Particular emphasis will be placed on dialogue, grammatical drills, and students' writing and active discussion in Yiddish. Reading and study materials will contain: short literary texts (prose and poetry), dialogues, songs, and selections from Yiddish wit and humor.

Students will be required to participate actively in class and regularly prepare their homework assignments.