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:**

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:**
  (http://www.klett-langenscheidt.com/produkt/6515_11337/Netzwerk_A2-Multimedia_Student_Pack/978-3-12-605145-3)

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:
- Peter Härtling, Fränze. Publisher: Gulliver. ISBN 9783407991034

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:
G306 Intro to German Literature: Themes
Lawson

Description: In common language, the ideas of revenge and retaliation are expressed in many and various ways: “settling the score,” getting even,” “what goes around comes around,” and so on, and yet in modern society, individual, premeditated revenge is considered unlawful or at least wrong. We make a distinction between revenge and institutional justice. In G306, we will examine the treatment of themes and motifs of revenge in works from different genres and different times in German literature and ask, among other things, how these treatments differ; how they drive the plot, the character development, and the atmosphere of the play, poem, or work of narrative fiction in which they occur; and whether it matters who is getting even with whom. The readings will be in German and the course will be conducted in German, with the understanding that students need guidance in developing proficiency in all skills. The readings are challenging and are intended to enable students to improve their reading skills in German. Class work will include systematic vocabulary building and attention to points of advanced grammar and usage with the aim of giving students the tools they need to discuss literary themes in German.

Texts and materials:
We will read/see/discuss not necessarily in this order:

1) Der Besuch der alten Dame, the 1956 play by Swiss playwright Friedrich Dürrenmatt. Diogenes Verlag, 1999. ISBN: 3257230451


3) Two or more 19th century poems or anecdotes or Erzählungen, versions available on the Project Gutenberg website or others.

4) “Die Sekretärin,” a short story by contemporary writer Ingrid Noll, copies provided.


6) Two or more scholarly articles on the topic, which will be posted on Oncourse.

Students should own or have access to a good German-English dictionary as well as a reference grammar. From time to time, they will also be asked to consult a standard German literary history—reference library sources may be real or online—details for which will be provided later.

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:

G375: Conversational German (3 cr.)

Prerequisite: G330 and instructor authorization

Content: This course has two objectives

a) To provide a setting for intermediate students who wish to improve their oral communication skills in German by familiarizing them with strategies, vocabulary, topics and cultural background to do so. This course is mostly meant for shy students, students who need to build their vocabulary, or for those who have not had enough oral practice in their previous German learning environments. A big focus will also be on improving pronunciation.

b) To raise students’ awareness of subtle and not-so-subtle differences in cultural norms, behaviors and attitudes, thus preparing them for an extended stay in Germany.

Class activities: These activities include discussions in small groups, pair work, skits, verbal and nonverbal communication exercises, pronunciation practice, group presentations, and short lectures by the instructor.

G400 Advanced College German (3 cr.)

Staff

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:


**G404 Modern German Literature (3 cr.)**  
Keller

**Topic: Kriminalroman – Spielfilm – Docufiction – Graphic Novel**


Eines der Ziele dieses Kurses ist es auch, dass die Studierenden ihre Deutschkenntnisse verbessern können durch Lektüre, Diskussionen, mündliche Präsentationen und Schreibübungen. Die Unterrichtssprache ist Deutsch.

**Kursverlauf und –ziele**

Die Studierenden werden in Lektüregruppen zusammenarbeiten, als Diskussionsleiter wirken, Essays und Filmkritiken schreiben.

Die Note wird sich folgendermassen zusammensetzen (Änderungen vorbehalten): Mündliche Aktivität im Unterricht (30%), schriftliche Arbeiten (40%), Diskussionsleitung (30%).

Bücher, die wir benötigen

Alles Kursmaterial wird elektronisch verfügbar sein.

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**G415 Perspectives on German Literature (3 cr.)**  
Türk

**Topic: Injustice in German Literature and Film**

This course studies injustice in modern German literature and film. The experience of injustice is a major literary theme. It challenges forms of life and the established order by questioning their validity. Literature and film do not merely represent this topic; they are also active participants in the search for answers to the question of justice. The texts and films this course discusses allow us to investigate different aspects of the question of justice throughout German history and literary history from the eighteenth to the twentieth century. We will first read and discuss the relationship between literature and justice, explore different historic forms of injustice and examine the claims of literature. How is injustice represented? Is the awareness of it historical? Does the articulation of injustice imply an idea of justice? Whose voice articulates injustice in a literary text? Whose vision makes injustice visible in a film? These are some of the questions we will try to answer.

Lectures and discussions will be held in German, and the course will deepen your familiarity with the German language.

**Required texts**

Schiller, Kabale und Liebe  
Kleist, Das Erdbeben von Chili  
Buchner, Woyzeck  
Kafka, Der Heizer  
Boll, Das Brot der fruhen Jahre  
Sebald, Austerlitz

Additional texts will be provided on Oncourse. A selection of films will be available online.
Prerequisite: Completion of G330 with a grade of C- or better. No previous background in linguistics assumed.

This course introduces students to German morphology, with emphasis on description and analysis. Morphology is the branch of linguistics devoted to the study of words. We consider in G458 the three major areas of German morphology:

(1) inflection: grammatically determined forms of words, e.g. der lange Mantel-ein langer Mantel-die langen Mäntel-lange Mäntel; singen-sang-gesungen;

(2) derivation: the creation of new words using devices such as prefixes and suffixes, e.g. finden-erfinden-Erfinder-Erfindung; and

(3) compounding: the combination of two or more words to form a single word, for which German is so famous, e.g. Donaudampfschiffahrtsgesellschaft, Entwicklungsplanungskommissionsvorsitzende(r), Dauerarbeitslosigkeitsbekämpfungsgesetz.

Students in this course should:

(1) significantly enlarge their German vocabularies;

(2) improve their grasp of the grammatically determined forms of nouns, verbs, and adjectives; and

(3) gain insights into the rules and principles governing the structure of words in German.

The course grade is based on problem sets (50%), a quiz (15%), class participation (10%) and the final examination (25%). The course material is in the form of extensive handouts. Attendance and class participation are crucial to success in this course.

G458 counts toward COAS Distribution Requirement in NMMC/Mathematical Sciences and Cognition or Natural Sciences and Mathematics.
G492  Reading in German for Graduate Students (3 cr.)
Staff

This course enables students to increase their reading precision and fluency through a comprehensive review of basic grammar, attention to advanced points of grammar, expansion of vocabulary, graded readings, and regular reading and translation of original, unedited scholarly writing and similar texts. The class is conducted entirely in English; listening, speaking, and writing skills are not developed, although some pronunciation practice is included. Any graduate student may enroll in G492 who has either:

1) completed G491 at IUB with a grade of B or higher; or

2) achieved an official score of 20 or higher on Form A (Form B: 11) of the campus GSFLE, which is administered by the IUB Bureau of Evaluative Studies and Testing. Please note that G492 carries no graduate credit (towards graduate degree credit-hour requirements) in the University Graduate School, although most departments accept G492 enrollment as part of a student's current program of study. The Department of Germanic Studies does not permit auditing of G492 for any reason.

Required texts:


A good large German-English dictionary is also essential. Especially recommended is The Oxford Duden German Dictionary: German-English/English-German (Oxford: Clarendon Press, 1994 or later). Also recommended is Langenscheidt New College German Dictionary: German-English/English-German.

Additional readings for the course will be available through e-reserves.

E121  An Intro to German Culture (3cr.)
Weiner

The goal of the course is to introduce you to the relationship between German film and German culture, politics, and history from ca. 1919 to the early 1980s. The German film can be viewed from a variety of perspectives, but because much film criticism and film production since World War II have concerned the National Socialist period, 1933-1945, the course will in part focus on the relationship between the development of German film and Nazism before, during, and following the Third Reich, while at the same time examining the ways in which the various films reflect other issues as well. To this end the course is divided into three parts: films reflecting life in the Weimar Republic before the National Socialist accession to power (this section includes four films—"The Cabinet of Dr. Caligari," "Metropolis," "The Blue Angel," and "M"); Nazi ideology and the film (with emphasis on the propaganda film "Triumph of the Will"); and the reaction to the Nazi past in films of the post-war era ("Hitler: Ein Film aus Deutschland," "The Marriage of Maria Braun" and "The Boat"). Films will be shown during class on Tuesdays, with their discussion on the following Thursday. No Knowledge of German or German film history is required. There will be one mid-term and one final exam. Course grades will be calculated as follows: Participation (not mere attendance) 34%, Mid-Term 33%, Final Exam 33%.

Required Text:
Kracauer, Siegfried. *From Caligari to Hitler: A Psychological History of German Film.*


- ISBN-10: 0691025053
E311  Tradition and Innovation in  German Literature (3cr.)
Even

Topic: German Magical Novels

Description:
In the last couple of decades, fantasy or sci-fi novels like *Harry Potter* or *The Hunger Games* have been immensely successful, translated into multiple languages, and made into films. German novels like Cornelia Funke’s *Inkheart Trilogy* (original published in 2003), *Reckless* (2010), *The Thief Lord* (2000), *Dragon Rider* (1997), or Michael Ende’s *The Neverending Story* (1979) and *Momo* (1973) have enjoyed similar popularity over the years. While Funke’s and Ende’s novels are primarily for children or young adults, they have all captured the imagination of a much wider adult audience. In all of them, magical elements intrude into an otherwise realistic environment, breaking the rules of the everyday world, yet becoming a natural part of it.

This course will try to trace the fascination of such “magical novels” by investigating their characteristics and determining the kind and function of magical elements. Our investigation will be guided by examining such concepts as magical realism, the fantastic, romanticism, intertextuality, and reader response theory.

We will read two of Cornelia Funke’s novels: *Inkheart* (translation published in 2009) and *Reckless* (translation published in 2010), as well as Michael Ende’s *The Neverending Story* (translation published in 1983, available on Canvas). Oral presentations by students will form a significant part of the course.

Course literature:
Photocopies/excerpts of other magical literature are provided on Canvas, as well as selected secondary sources.

E322  German Cultural History (3cr.)
Robinson

Berlin is a symbol—a swastika, Stalin’s smile, a television tower—and it is a historical hub where people gather for the sake of commerce, power, love, and culture. It is an archeological site of tragic, criminal, revolutionary, and mistaken cities, a building site of comic, cool, prudent, and exuberant cities, and an imaginary city of espionage, decadence, cosmopolitanism and solidarity. During the semester we will try to plumb the bewildering layers of Berlin by asking one persistent question of different times and representations: *what did chance feel like in Berlin?* What did it mean to take a chance in the traffic of Berlin in the 1920s, what did in mean to take a chance in art and architecture? What did it mean to take a chance on political revolution? What chance did one take when one committed to an idea… or a prejudice? What did it feel like to risk trusting a stranger, a friend, or a lover during the Weimar Republic, Third Reich, or Cold War? Was it a risk to reunify Germany with Berlin as its capital—and who took it? What chances do people take living in Berlin’s global economy today? What chances does a refugee or a wanderer face? To answer our guiding question we will consider representations of uncertainty, risk, and novelty (and their opposites: identity, security, normality, predictability) over the last hundred years of ever-surprising Berlin.

BOOKS
2nd 8 weeks

**Topic: the Dutch-America connection**

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

When the British wrested New Amsterdam from the Dutch in 1664, the truth about its thriving, polyglot society began to disappear into myths about an island purchased for 24 dollars and a cartoonish peg-legged governor. The Dutch colony pre-dated the “original” thirteen colonies, yet it seems strikingly familiar. Its capital was cosmopolitan and multi-ethnic, and its citizens valued free trade, individual rights, and religious freedom. That is the way how the Dutch-American link started. In this course, we will start at the beginning of the 16th century, find out what happened to the Dutch colony and how the relationship between the two countries developed until now.

Grading will entail: several writing assignments, a (midterm) quiz, and a final. Class participation is a requirement for successful completion of the course; therefore it also covers a solid part of the grade.

**Books:**
- *Reader*
E352 Topics in Yiddish Culture (3cr.)
Kerler

Topic: Fantasy, Realism, and Fiction: Yiddish life on page, on stage, on screen

Objectives & scope:
This course will introduce a number of major works of early modern Yiddish fiction, drama and film some of them being great masters of modern Yiddish creativity dealing with the rapid modernization, identity issues and cultural as well as social aspiration of East European Jews in Europe and in America. These works will be closely read and discussed in class with attention to their historical background and focusing among others on the problems of fact, fantasy, fiction, experience and imagination in literature. Each one of the three larger works that will be red and discussed was also adapted or transformed into a film which will be viewed and critically compared with the literary work that inspired it. Apart from the general introduction to the historical and socio-cultural background of Yiddish literature and culture this course will also deal with issues of (1) literary structure and representation, (2) fantasy, realism and fiction, (3) the notion of a “national” literature and its possible role in the so-called “world literature,” (4) various specific concerns of a cinematic adaptation of a literary work, (5) the role of drama, theater (and perhaps also cinema) in the cultural public make-up of a stateless national group both in Europe and North America.

“Required readings” specified for each session must be read in advance of that session and the relevant texts must be brought to class. Participants are required to actively contribute to the discussion and to volunteer their own personal experience with and knowledge of literature, theater, and cinema. Students’ alternative but well-argued reading and interpretation of literary works are strongly encouraged.

Required Reading and viewing:

Literary works
*The Rabbi’s Son* (story told by Rabbi Nachman of Bratzlav in 1810)
*Three Short Stories* (by Y.L. Peretz, Sholem Aleichem, and Lamed Shapiro)
A. Cahan, *Yekl*, *A Tale of the New York Ghetto* (1896)
Sh. Ansky, *The Dybbuk or Between two Worlds* (between 1912 and 1918) see also: NOTES
Sholem Aleichem, *Tevye the Dairyman* (Chapter 1: 1894; 2 & 3: 1899; 4: 1904; 5: 1905; 6: 1907; 7: 1909; 8: 1914) see also NOTES
Y. L. Peretz, *Bontsha the Silent* (1894)
Isaac Bashevis Singer, *Gimpel the Fool* (in English: 1953)

Secondary literature
“A Wig, a Fence, and One White Horse”, (Interview with Joana Silver the maker of “Hester Street” 2003) Joel Berkowitz, “The Bard of Old Constantine” (on the Father of Modern Yiddish Theater, 2004)
J. Hoberman, “Repossessing the Dybbuk” (1998)
Seth Wolitz, “The Americanization of Tevye or Boarding the Jewish Mayflower” (1988)

Films
*Hester Street* (USA, 1975)
*The Dybbuk* (Poland & USA, 1937) *Tevya* (USA, 1939)
*Fiddler on the Roof* (USA, 1971) *only certain segments*
E363  Topics in Scandinavian Literature (3cr.)
May

Topic: Ibsen and Strindberg

This class meets second eight weeks. It is taught in English, and carries Arts and Humanities credit and Culture Studies credit. The class meets with GER-K 507, WEUR-W 406 and WEUR-W 605.

The massive and intensive industrialization and urbanization that swept the entire European continent in the 19th century made it possible for intellectuals from the peripheries to reach the great European cultural capitals and access centuries of cultural tradition. Their fresh perspective, coupled with their unique outsider view, produced highly imaginative avant-garde works, which distinguished the Scandinavian literature at the time and exude power even today. Two giants of the period – the Norwegian Henrik Ibsen and the Swede August Strindberg – excelled in their art. Their accomplishments – both in literature and in the advancement of intellectual thought - remained unsurpassed for almost half-a-century, and move and inspire today as well. Reading and discussing several of their plays, we will examine their artistic, social and philosophical dimensions, and will address the way we relate to them. By the end of the course you will be able to analyze drama texts in terms of form and content and use them to identify and question assumptions with which you approach the world. You will understand important concepts from critical theory and will be able to identify major periods in the development of European society in the 19th c. You will gain general knowledge about Scandinavia and its unique place in the world.

The final grade will be based on two response papers, a final exam, a final paper, regular class attendance, and participation in the class discussions.

Texts:
* Strindberg, August. Strindberg, five plays.
* Ibsen, Henrik. Four Major Plays, Volume II: The Lady from the Sea, John Gabriel Borkman, Ghosts, An Enemy of the People
Prerequisite: K100 with a minimum grade of C-.  
*This course meets with graduate course K502.

This is a second semester language course, which will continue to 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:

A. Textbook:

B. Workbook:

C. Vocabulary book:

Recommended books:

D. Grammar:

E. Dictionary
K250/K504 Intermediate Norwegian II (3 cr.)

May

*This section meets with graduate course K504.

K250 is a fourth semester language course, which will continue to 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 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 conversation/discussion and going over specific grammar topics and exercises. Every third week there will be a test on vocabulary and/or grammar. Weekly essays will also be required. Two written exams and one oral interview will count toward your final grade.

Books:

Required books:


Recommended books:

D. Grammar:

E. Dictionary
N150/N402 Intensive Dutch II (4 cr.)
Ham and Haitjema

*This section meets with GER-N402

Prerequisite: N100/N401 or permission of the instructor

Focus on the grammar continues in the spring. Concentration on text reading, however, will be more intense. Texts include short stories and newspaper articles. Class periods will be spent on discussions of the assigned texts. These discussions will be conducted in Dutch. Homework will deal with advanced grammar exercises and essay writing will gradually be required (1-2 pages per week). Weekly quizzes, a midterm, a final and a paper will count towards the final grade. Class participation is a requirement for successful completion of the course; therefore it also covers a solid part of the grade.

Required texts:
* any double volume dictionary, or:

N250/N404 Dutch Reading Composition & Conversation II (3 cr.)
Haitjema

*This section meets with GER-N404
Prerequisite: N200/N403 or permission of the instructor

Besides focusing on the chapters in the reader, we will concentrate throughout the second semester on: short stories from the Netherlands and Belgium and the book by Van Dis. The skills focused on in the 4th semester are: perfection of speaking, grammar and writing. Different sound bits will help your listening comprehension of the native language spoken in a natural environment. Oral skills will be enhanced by active participation in discussions and by presenting two main projects in class and smaller ones throughout the semester.

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

Required texts:
* course reader
* any double volume dictionary, or:
N330/N506  Advanced Dutch II (3 cr.)
Ham

This course introduces students to different levels of style and expression and to written argumentation in Dutch. Texts also include various literary genres and form the basis for in-class discussion and for exercises designed to develop oral and written fluency. N330/N506 continues the thematic and linguistic explorations of contemporary Dutch begun in N300/N505. The course has two main goals: to build on your Dutch linguistic skills and to expand your cultural knowledge about the three countries where Dutch is the official language. The two aims of the course support each other—you learn language through culture and culture through language. By the end of the semester you should be able to understand and respond to a range of texts and media from spheres as diverse as literature, politics, entertainment, and philosophy. You should be able to identify and write in the stylistic registers of description, summary, evaluation, persuasion and analysis.

Besides becoming more fluent in important topics in Dutch culture, you will be expected to work steadily on developing your proficiency in reading, writing and oral expression.
We shall also view a couple of films, time and titles shall be announced well ahead of time.
Requirements are two position papers, a final exam, regular class attendance, and participation in class discussions.

Required texts:
* Van Dale Pocketwoordenboek Nederlands als tweede taal, Publisher: Van Dale Lexicografie, edition 2009 ISBN: 978 90 6648 856 4

Y150/Y502  Beginning Yiddish II (4 cr. / 3 cr.)
Kerler

This course is the second semester of elementary Yiddish. Students must have satisfactorily completed the first semester of elementary Yiddish to enroll in this course.

Conducted mainly in Yiddish, this course aims to continue developing (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. Topics covered will include: the future tense, verbs, and adverbs; 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 by Leyb Kvitko, dialogues, songs, and selections from Yiddish wit and humor.

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