

Graduate Course Descriptions / Fall 2011
Department of Germanic Studies

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

Section: 3350, MTWR 11:15-12:05 (Ham)

Section: 28954, 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:

- 1 E.Ham et al., *Help! 1 Kunt u mij helpen?* Nederlands Centrum , Buitenlanders, Utrecht, Edition 2004. ISBN 90 5517 098 4
- 2 E.Ham et al., *Help! 1 Kunt u mij helpen?* English supplement. Nederlands Centrum Buitenlanders, Utrecht, Edition, 1998. ISBN 90 5517117 4

Optional:

- 1 W.Shetter, *Dutch An Essential Grammar*, Publisher: Routledge, New York and London, 9th edition 2007, ISBN 978-0-415-42307-6
- 2 Henry Stern, *201 Dutch Verbs: Fully Conjugated in All the Tenses*, **ISBN-13:** 978-0812007381
- 3 *Kramers dictionary*, Het Spectrum, 2001
English – Dutch 9027476101 (ISBN-13: 9789027476104) and
Dutch – English 9027476179 (ISBN-13: 9789027476173)

N403: Dutch Reading Composition & Conversation I (3 CR) B. Haitjema

Section: 3351 , MWF 10:10-11:00

*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:

- 1 W.Shetter, *Dutch An Essential Grammar*, Publisher: Routledge, New York and London, **9th edition** (!!!!) 2007, ISBN 978-0-415-42307-6
- 2 Reader

N505: Advanced Dutch I (3 CR) Esther Ham

Section: 28952, TR, 2:30-3:45

*This section meets with GER-N300

Required texts:

- 1 Van Dale Pocketwoordenboek Nederlands als tweede taal, Van Dale 2003 ISBN: 9066480726
- 2 W.Shetter, *Dutch An Essential Grammar*, Publisher: Routledge, New York and London, **9th edition 2007**, ISBN 978-0-415-42307-6

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 paper.

K501: Beginning Norwegian I (3 CR) Gergana May

Section: 3347 MTWF 11:15-12:05

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.

Required books:

A. Textbook (with CD):

Manne, Gerd and Gölin Kaurin Nilsen. 2004. Ny i Norge. Oslo: Fag og Kultur. ISBN 8211005549

B. Workbook:

Manne, Gerd and Gölin Kaurin Nilsen. 2004. Ny i Norge. Oslo: Fag og Kultur. ISBN 8211005565

C. Vocabulary book:

Manne, Gerd and Gölin Kaurin Nilsen. 2004. Ny i Norge. Oslo: Fag og Kultur. ISBN 8211005662

Recommended books:

D. Grammar:

Janus, Louis. 1996. Verbs and Essential Grammar. New York, etc: MacGraw–Hill. ISBN 084428596X

E. Dictionary

Haugen, Einar. 1965. Norwegian–English Dictionary. Madison, Wisconsin: Univ. of Wisconsin Press. ISBN 0299038742

K503: Intermediate Norwegian I (3CR) Gergana May

Section: 6517 MWF 12:20-1:10

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 2-3 page assignments. One written exam and one oral presentation will count toward your final grade.

Required books:

A. Ellingsen, Elisabeth og Kirsti Mac Donald. Stein på stein. Tekstbok. Oslo. Cappelen. 2005. ISBN 9788202242619

B. Ellingsen, Elisabeth og Kirsti Mac Donald. Stein på stein. Arbeidsbok. Oslo. Cappelen. 2005. ISBN 9788202242626

C. Ellingsen, Elisabeth og Kirsti Mac Donald. Stein på stein. Norsk-Engelsk Ordliste. Oslo. Cappelen. 2005. ISBN 9788202249540

D. LOE, Erlend, NAIV SUPER : NORSK-ENGELSK LESEBOK, Nelsbok Publishing, 2004, ISBN 0976307200

Recommended books:

D. Grammar:

Janus, Louis. 1996. Verbs and Essential Grammar. New York, etc: MacGraw-Hill. ISBN 084428596X

E. Dictionary

Haugen, Einar. 1965. Norwegian-English Dictionary. Madison, Wisconsin: Univ. of Wisconsin Press. ISBN 0299038742

Y501: Beginning Yiddish I (3 CR) Dov-Ber Kerler

Section: 8618, MTWR 10:10-11:00

Y503: Intermediate Yiddish I (3 CR) Dov-Ber Kerler

Section: 28954, TR 11:15-12:30

Y506: Topics in Yiddish Culture (3 CR) Dov-Ber Kerler

Section: 9821, R 6:15-8:30

G500: German College Teaching (3 CR) Susanne Even

Section: 3339, MW 2:30-3:45

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

- Richards, Jack / Rodgers, Theodore: *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2001 (2nd edition).
- Kumaravadivelu, B. 2009: *Understanding Language Teaching. From Method to Postmethod*. New York: Routledge.
- Selected articles and excerpts (see RESOURCES on ONCOURSE).

G505: New Literary Theory and the German Text (3 CR) W. Rasch

Section: 28952, MW 4:00-5:15

Topic: **Max Weber and His (German) Legacy: Rationality, Rationalization, Technology**

In important ways that concern the German/Western reflection on what we conventionally call modernity, all roads lead through Max Weber. We *could* trace roots in his neo-Kantian contemporaries as well as in Nietzsche, Marx, and Kant, but we won't. Instead – though backward glances will be necessary – we start with Weber and then direct our gaze at the German 20th century, following issues that Weber set as some of his major themes: the development of capitalism and a purportedly unique (for better or worse) European rationality, the rationalization and disenchantment of (potentially) all aspects of modern society, and the role science (*Wissenschaft*) and the various technologies (scientific/physical, institutional, spiritual) play in framing our lives.

The course is designed to be introductory. Though many of the selected texts are philosophically sophisticated and will require concentrated reading and collective discussion at a high level, they are *crucial* for a better understanding of many contemporary ways of seeing the world, including (but not limited to) Frankfurt School Marxism and its successors, philosophical phenomenology, social systems sociology, and the radical critiques of reason associated with poststructuralism.

Writing assignments will (most likely) include a series (ca. 3 or 4) of 3-5-page analytic summaries/critiques of select readings and (again, most likely) an *annotated* bibliography of secondary literature concerning a chosen text or theme.

The course will be taught in English and all texts are available in English translation. Those with reading knowledge of German are encouraged to consult the originals.

G532: History of the German Language (3 CR) T. Hall

Section: 28948, MW 4:00-5:15

This course provides an overview of the history of the German language from its Indo-European origins 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 six units of approximately two weeks each devoted to the following historical periods:

- a. Proto-Indo-European
- b. Proto-Germanic and West Germanic
- c. Old High German
- d. Middle High German
- e. Early New High German
- f. Modern German (including regional dialects)

In each of these units, we will summarize the major structural aspects of the language, examine sample texts, and consider one or two selected scholarly issues. No background in linguistics is assumed. The course will be appropriate for beginners and advanced students alike. German is not a prerequisite for this course, although a reading knowledge of German will be presupposed. Course material will be in the form of instructor-generated handouts. It is possible to repeat G532 for credit.

The course grade will be based on problem sets a final examination and class participation.

G625 Literature and Culture: Special Topic (3CR) – Monika Treut

Section 14088, MW: 5:45-8:15

In this course students will have the chance to view and discuss a variety of rare European independent films focusing on diverse sexual orientations. (Be forewarned: Some of the films will have strong adult content and graphic scenes!) Especially in the history of German Cinema the representation of „otherness“ in society has played a significant role from the very beginning.

We will discuss concepts of femininity/masculinity and homosexual, intersexed, and transgendered identities versus strategies of traditional interpretations. First focusing on Magnus Hirschfeld, the homosexual German sexologist, who was coined by Adolf Hitler as the „most dangerous Jew in the world“ we will analyze the importance of the science of sexology in determining the basis of spectatorship. We then will also link „Bloomington’s son“, Alfred Kinsey, to the ancient European tradition of exploring human sexuality. If all goes well we will have the chance to view some of Kinsey’s filmatic legacy to future generations and discuss how Kinsey’s concept of sexuality in the 1940ies and early 50ies can be read today.

Troughout the course students will take on the guise of contemporary cultural critics, preparing film discussions and staging short debates. Also the instructor will throw in some surprise films which are unavailable in the U.S. Course will be held in English – German can be spoken with native German speaker/instructor at all times.

For students of Germanic Studies – students of film and media studies are very welcome!
Enrollment limited to 18

Required reading:

Foucault, Michel. The History of Sexuality, Vol. 1: An Introduction
Publisher: Vintage (April 14, 1990) ISBN-10: 9780679724698

Recommended reading:

Alice Kuzniar: The Queer German Cinema
Publisher: Stanford University Press; First Edition edition (June 1, 2000)
ISBN-10: 9780804739955

Elena Mancini: Magnus Hirschfeld and the Quest for Sexual Freedom: A History of the First International Sexual Freedom Movement (Critical Studies in Gender, Sexuality, and Culture) ISBN-10: 0230104266

Chris Straayer: Deviant Eyes, Deviant Bodies. Columbia University Press,
ISBN-13: 978-0231079792

Jonathan Gathorne-Hardy: [Sex the Measure of All Things: A Life of Alfred C. Kinsey \(Hardcover\)](#)
Publisher: Indiana University Press (October 2004)
ISBN-10: 9780253217264

Films screened and discussed:

Rosa on Praunheim: The Einstein of Sex - Life and Work of Dr. M. Hirschfeld, TLA Releasing, ASIN: B00006L93P

Roman Polanski: Repulsion
Sony Pictures Home Entertainment, ASIN: B001TUUK3W

Monika Treut: Female Misbehavior:
FIRST RUN FEATURES, ASIN: B00018OOQ0

Monika Treut: Seduction: The Cruel Woman
FIRST RUN FEATURES, ASIN: B00009V7SW

Pier Paolo Pasolini: LOVE MEETINGS:
Water Bearer Films, Inc, ASIN: B00008G96Z

In addition instructor will bring the following authorized DVDs:

Rainer Werner Fassbinder: In einem Jahr mit 13 Monden

Rosa von Praunheim: Nicht der Homosexuelle ist pervers

Robert van Ackeren: Deutschland privat

Luis Bunuel: Belle de Jour

Ulrike Ottinger: Madame X

G635: Old Icelandic (3 CR) Gade

Section: 28949, TR 2:30-3:45

The object of the course is to give an introduction to Old Icelandic language and literature. The focus will be on linguistic aspects (phonology, morphology, and syntax), with sidelights to the literary and mythological traditions. Select passages from E. V. Gordon, *An Introduction to Old Norse* will be translated and serve as a background for the lectures. The final grades will be based on class participation, a midterm, a final, and an oral presentation.

Book: E.V. Gordon, *An Introduction to Old Norse*. Oxford: Clarendon, 1988.

G825: Seminar in German Literature (3 CR) Türk

Section: 7128-7129, T 4:00-6:30

Topic: **The Laokoon Project: Visuality, Narrativity, and Affect in the Eighteenth Century**

This course examines the relationship between narrative and visuality in eighteenth century theory and literature. Its focus lies on the reconstruction of the philosophical, literary and historic recasting of the representation of affect that takes place in debates in which the relationship between text and image is at stake. In the wake of the rhetoric tradition of *ekphrasis* and *hypotyposis*, Winckelmann's *Gedanken über die Nachahmung*, Lessing's *Laokoon*, and Diderot's *Salons* explore different sides of this question. In these writings, literature is in dialogue with painting and sculpture, a dialogue that remaps the relation between different forms of representation. This debate is not only a core chapter of German and European intellectual history, it is also one of the founding moments of art history. The questions asked in this context are crucial for narratology, media theory, and visual studies. In addition to theoretical texts, the course will study plays, novels, and novellas by Goethe, Schiller, Kleist and others. We will also examine paintings and sculptures as well as contemporary theory that may include Deleuze, Marin, Nancy, and Mitchell.

The course is taught in English and is open to students from other fields. Readings from other European traditions – especially the French tradition – might be added.

Literature

The list of readings is preliminary, open to suggestions and may still change.

Diderot, *Salons*

Goethe, *Die Leiden des jungen Werthers*

Goethe, *Über Laokoon*

Herder, *Plastik* or *Erstes Kritisches Wäldchen*

Lessing, *Laokoon*

Lessing, *Emilia Galotti*

Schiller, *Kabale und Liebe*

Schiller, *Über naïve und sentimentalische Dichtung*

Kleist, *Die Verlobung in St. Domingo*

Winckelmann, *Gedanken über die Nachahmung der griechischen Werke*

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.