

**German Studies**  
**Course Descriptions – Fall 2009**  
**Department of Modern Languages**

These descriptions supplement the official descriptions published in the most recent KSU Undergraduate and Graduate *Catalog*, and should be read together with them. They are arranged numerically in the same order as the schedule of classes. When available, a list of required texts follows each description.

**GRMN 121    Beginning German I (5 cr.)**

**Staff**

This first-semester German language course is for students who have no previous experience with the language. In four class meetings per week and guided individual study/projects, students develop basic language skills and explore the culture of the modern German-speaking world. The course is conducted in German and takes a communicative approach. Students learn to use basic German language forms in meaningful contexts, both in speaking and in writing. By the end of the course, students will be able to deal with a variety of communicative situations and narrate orally and in writing; they will, for example, be able to ask and answer questions, name and describe persons, things, places, present and past events, and express wishes. Class periods are primarily for using German in practical communication, while reading, writing, and the practice of grammatical structures are done mostly outside of class. The goal of the course is to develop students' ability to master every-day situations in a German-speaking environment.

Texts: Terrell et al., *Kontakte: A Communicative Approach* (5<sup>th</sup> ed.).  
Terrell et al., *Kontakte: Online Arbeitsbuch* (5<sup>th</sup> ed.).

[Note: If you purchase a used book, you will have to buy the online component separately!]  
Zorach, *English Grammar for Students of German* (4<sup>th</sup> ed). [Recommended]

**GRMN 122    Beginning German II (5 cr.)**

**Staff**

*Prerequisite: GRMN 121 or equivalent*

The second semester course continues the linguistic and culture instruction begun in German 121. By the end of this course, students will be familiar with most basic structures of the German language and will have developed basic cultural knowledge about the German-speaking world. In German II, students develop their vocabulary and grammar and become increasingly better at expressing their thoughts, feelings, opinions, likes and dislikes on a variety of subjects they may encounter in every-day life in a German-speaking community. To facilitate this, the course is conducted in German and takes a communicative approach. Students learn to use basic German language forms in meaningful contexts, both in speaking and in writing. Class periods are primarily for using German, while reading, writing, and the practice of grammatical structures are done mostly outside of class. To develop reading and interpretative skills, students in this course will read and discuss a detective novel and several longer cultural texts.

Texts: Terrell et al., *Kontakte: A Communicative Approach* (5<sup>th</sup> ed.).  
Terrell et al., *Kontakte: Online Arbeitsbuch* (5<sup>th</sup> ed.).

[Note: If you purchase a used book, you will have to buy the online component separately!]  
Felix & Theo, *Ein Mann zuviel*.  
Zorach, *English Grammar for Students of German* (4<sup>th</sup> ed). [Recommended]

**GRMN 221 German III: Speaking, Reading, and Review (5 cr.)**

**Staff**

*Prerequisite: GRMN 122 or equivalent*

German III concludes the three-semester introduction to the German language. This course has an increased emphasis on using the language to express opinions as well as on integrating reading skills into the classroom. Thus, students learn how to apply their knowledge of the language and their reading strategies to the reading/interpreting of German texts. Students also have increased opportunity to carry out creative activities based on these texts in class. The course is conducted in German and takes a communicative approach, which means that students learn to use basic German language forms in meaningful communicative contexts, both in speaking and in writing.

Texts: Terrell et al., *Kontakte: A Communicative Approach* (5<sup>th</sup> ed.).

Terrell et al., *Kontakte: Online Arbeitsbuch* (5<sup>th</sup> ed.).

[Note: If you purchase a used book, you will have to buy the online component separately!]

German short story or novel, title *tba.*

Zorach, *English Grammar for Students of German* (4<sup>th</sup> ed). [Recommended]

**GRMN 222/4 German Conversation (2 cr.)**

**Staff**

*Prerequisite: GRMN 122 or equivalent.*

This two-credit course is designed to improve students' oral proficiency in German and increase their awareness of communicative situations in a German-speaking environment. To prepare for class, students will read a variety of texts. At the end of the course, students will be better prepared for spending time in Germany, both from a linguistic and cultural perspective.

**GRMN 223 German IV: Reading, Discussion, and Review (4 cr.)**

**Emma Betz**

*Prerequisite: GRMN 221 or equivalent*

This course is designed to be a "bridge" between the basic language series (German I-III) and more advanced composition, grammar, and literature/culture courses. Through reading, interpreting, and discussing longer German texts (including poems and short stories), this course extends the focus on language and culture begun in German III. Moreover, students research various aspects of the history and culture of the German-speaking countries and will gain practice writing about and presenting the results of their research. Grammar instruction and review is an integral part of this course, as mastery of the structures of German will facilitate your ability to express more complex ideas. We will supplement a textbook with a grammar reference book (which we will continue to use in 500-level German classes), additional readings, music, and films. *Class meetings will be conducted entirely in German.*

Texts: Motyl-Mudretzkij & Späinghaus, *Anders gedacht*. Textbuch.

Rankin & Wells, *Handbuch zur deutschen Grammatik* (4<sup>th</sup> ed.).

**GRMN 521 Topics in German 18<sup>th</sup>-19<sup>th</sup> Century Literature: *Liebe und Tod* (3 cr.)**

**Derek Hillard**

*Prerequisite: completion/concurrent enrollment of Grmn 523 or Grmn 527.*

The theme of "star-crossed" lovers whose love is doomed to failure in the face of cultural obstacles stretches back to Greek mythology, includes favorites such as *Tristan und Isolde* and Shakespeare's *Romeo and Juliette*, gets rejuvenated in fascinating ways in the first hundred or so years of modern

German literature, and lives on today in such films as the Titanic. Our class explores reasons for the persistent fascination with tales of love crossed by the shadow of death, reasons that perhaps lie in the fantasy of love as an impossible paradise, the pleasures of tragedy, the enigma of mystical unions, and the inevitability of social constraints that lead to disaster. Texts include Schiller's *Kabale und Liebe*, Tieck's *Der blonde Eckbert*, Kleist's *Das Erdbeben in Chili*, Keller's *Romeo und Julia auf dem Dorfe*, and Storm's *Der Schimmelreiter*.

**GRMN 523    Advanced German Composition (3 cr.)**

**Derek Hillard**

*Prerequisite: German IV or equivalent*

Our focus is writing in German – from blogs to essays to stories to letters is our focus – along with discussion, reading, and a select advanced grammar review. For the purpose of writing and discussion, we will draw on a variety of texts, including vignettes, essays, articles, and German film. We will follow contemporary discussions and debates in Germany as well as explore some issues regarding recent portrayals of the former East Germany. This course will prepare students for subsequent work in 500-level German language, culture, and literature classes, as well as benefit students who wish to advance their German language skills in all areas, particularly written expression, for such purposes as travel, work or study. (The course can be taken concurrently with other 500-level courses).

**Texts:** Wells, Larry D. and Jamie Rankin. *Handbuch zur deutschen Grammatik* (4<sup>th</sup> ed.)  
A Course Packet (available in Arts and Sciences copy center, 11 Eisenhower Hall)  
You should also have a good dictionary (e.g., Langenscheidts, Duden, etc.)

**GRMN 530    German Cultural Studies and History: Goethezeit, Blütezeit (3 cr.)**

**Jennifer Askey**

*Prerequisite: At least one prior 500-level language course*

Much of what both current academic and popular culture associate with Germany and German achievement has its roots in the literary and historiographical trends of the Enlightenment: the tragic poet, the romantic fairy tale, the sweeping drama. This course will look at the literature and the cultural politics of the *Blütezeit* of German literature and examine the literary giants on whose shoulders many later authors (both German and not) hoped to stand. Moving chronologically from the *Sturm und Drang* period of the late Enlightenment, through German classicism and the literary reaction to the French Revolution, to Romanticism and the rise of the fairy tale and the glorification of the *Volk*, we will explore the construction of a literary canon and the creation of what has become German high culture. Course readings will be varied and interesting: Goethe's *Die Leiden des jungen Werthers* and *Hermann und Dorothea*; Schiller's *Das Lied von der Glocke*, fairy tales by Tieck, Brentano, and Hoffmann, and works by the most celebrated women authors of German Romanticism, Bettina von Arnim and Karoline von Gunderode. Course assignments include short writing assignments, in-class presentations, and tests.

**GRMN 705    Topics in 20th- & 21st Century German Literature and Culture (3 cr.)**

**Jennifer Askey**

*Prerequisite: Grmn 521 or Grmn 522*

**Topic: *Deutsch-jüdische oder jüdisch-deutsche Literatur? Jüdisch-sein in der zeitgenössischen deutschsprachigen Literatur***

Jewish culture is visibly on the rise in Germany and, to a lesser degree, in Austria. New, imposing synagogues, museums, and memorials bear tribute to efforts to integrate traces and memories of the Jewish past in Germany, as well as the Jewish present, into public view. Similarly, literature by Jewish

authors has experienced a publication surge since reunification in 1990. Authors such as Maxim Biller, Grete Weil, Doron Rabinovici, Ruth Klüger, and Barbara Honigmann explore the German cultural landscape through the eyes of the generation that survived the Holocaust and through the eyes of their children—the second generation of Jews living in Germany and Austria after the end of WWII. In this course, we will familiarize ourselves with some of the cultural, historical, and emotional discussions surrounding Jews living in Germany and Austria after the Holocaust and discuss language, sexuality, religious practice, and geography as potential markers of a “German-Jewish identity.” The reading list for the course include provocative short stories by Maxim Biller, a biblically-themed novel by Grete Weil, a fictional story of a Sephardic Jewish woman by Barbara Honigmann, and an exciting thriller by Doron Rabinovici—providing a wide variety of texts and context for interesting and lively discussion. Course assignments will include short written work, oral presentations, and a research paper with bibliographic apparatus.

**LG 600      Principles of Linguistics: Language Structure and Language Use (3 cr.)      Emma Betz**

*Prerequisite:* GRMN 523 or 527 / FREN 513 or 518 or a 700-level class / SPAN 410 or 420 or 510 or consent of instructor

Ever wondered how languages differ and what they have in common? How and why a language changes over time? How spoken and written languages differ? Why some languages seem harder to learn than others? And how we can study languages?

This course introduces students to the study of language structures (how we make sounds, words, sentences, and how we structure spoke and written texts) and language use (how we use these structures systematically to communicate). The study of language change and language variation (e.g., dialects) will also be introduced. Applications of linguistics to first and second language acquisition and second and foreign language teaching will be discussed. Examples are drawn from a variety of languages. This course consists of a lecture and a lab component. While the lecture component is conducted in English, the lab component will be conducted in the target language of the student (English, French, Spanish, or German) and focuses on the study/analysis of examples from this language.

*Text:* Bergmann, A., Hall, K., & Ross, S. (eds.) (2007). *Language Files. Materials for an Introduction to Language and Linguistics*. Columbus: The Ohio State University Press.

**Summer 2009**

**Grmn 510      German Film: Germany and the Cinema of War (3 cr.)      Derek Hillard**

In this course we will examine filmic representations (fictional and documentary) of war in the cultural context of the two world wars that consumed Germany (and Europe) in the first half of the 20th century. We will look at this period as a unity – focusing on the inter-war years for how film shaped views of World War I and, in the case of Nazi film, glorified German rearmament. For World War II, we will concentrate on Nazi propaganda and military films, as well as view examples of escapist film. Finally, we will investigate post-WWII films dealing with issues of historical memory and crimes. As each film consists of political and ideological perspectives that reflect the imagination and perceived needs of German culture, we will view films for their politics of representation. Recent film criticism and contemporary cultural texts will provide the background. Films are subtitled in English and include *Stukas*, *Western Front: 1918*, *Triumph of the Will*, *Hitler Youth Quex*, *Somewhere in Berlin*, *The Bridge*, *Kolberg*, *Grand Illusion*, and wartime Newsreels.