

**Department of German Studies**  
**Courses – Spring 2019**

**GRMN0110 Intensive Beginning German**

An intensive, double-credit language course that meets five days a week for 9 hours and focuses on speaking, listening, reading and writing skills and the cultures of the German-speaking countries. At the end of the semester, students will be able to communicate successfully about everyday topics relating to the university, jobs, daily life and traveling. Ideal for undergraduate students interested in learning German for study abroad or for concentration requirements and for graduate students interested in starting their foreign language requirements. The course is designed for new students of German, regardless of any previous experience with German.

**Stephanie Galasso S01 MWF 1-1:50; MWF 2-2:50**  
**TBD C01 TuTh 9-10:20**  
**TBD C02 TuTh 1-2:20**

**GRMN0200 Beginning German**

A course in the language and cultures of German-speaking countries. Four hours per week plus regular computer and listening comprehension work. At the end of the year, students will be able to communicate about everyday topics and participate in the annual film festival. This is the second half of a year-long course. Students must have taken GRMN0100 to receive credit for this course. The final grade for this course will become the final grade for GRMN0100.

**Jonathan Fine S01 MWF 9-9:50, Tu 12-12:50**  
**Jonathan Fine S02 MWF 11-11:50, Tu 12-12:50**  
**Jasmin Meier S03 MWF 12-12:50, Tu 12-12:50**

**GRMN0400 Intermediate German II**

An intermediate German course that stresses improvement of the four language skills. Students read short stories and a novel; screen one film; maintain a blog in German. Topics include German art, history, and literature. Frequent writing assignments. Grammar review as needed. Four hours per week. Recommended prerequisite: GRMN0300. WRIT

**Michael Paninski S01 MWF 10-10:50, Th 12-12:50**  
**Jonathan Fine S02 MWF 1-1:50, Th 12-12:50**

**GRMN0600B Was ist Deutsch?**

In this course we will examine some of the ideas and myths that became entangled with the emerging notion of a "German" identity in the eighteenth and nineteenth centuries. Some of the terms that we will discuss include 'Kultur,' 'Bildung,' 'Freiheit' and 'Gesellschaft,' all of which have rich semantic histories. Conducted in German. WRIT.

**Thomas Kniesche S01 MWF 10-10:50**

**GRMN0750E Reading Film: An Introduction**

What is it that fascinates us about cinema? What desires and drives have held us in thrall to the moving image? This seminar introduces you to writing about film, not just within the specific field of media studies but within the humanities as a whole. We will examine 12 filmic examples (ranging from early silent film to contemporary popular cinema) alongside a selection of theoretical and historical readings. The course will impart the basic skills needed to write in a critical, reflective, and rigorous way about film. For those interested in film in the context of any humanities field. Enrollment limited to 19 first year students. WRIT.

**Zachary Sng/Stephanie Galasso S01 TuTh 2:30-3:50**

**GRMN1320Q Filler: Füllwort Sprache**

Fillers abound in everyday speech. Even while they are considered “empty” in and of themselves, they are meant to “fill” or bridge a gap without saying anything particularly meaningful. They are an awkward pause, a moment of silence, a standstill that interrupts the flow of speech. The seminar will explore both the ubiquity and strange character of these inconspicuous para-linguistic particles in texts by Georg Büchner, Franz Kafka, Paul Celan, Hannah Arendt, and others. Taught in German.

**Thomas Schestag S01 TuTh 10:30-11:50**

**GRMN01340T Thinking of Thinking**

Around 1900, Sigmund Freud and Edmund Husserl published path-breaking studies that opened radical ways to rethink thinking. Freud’s *Interpretation of Dreams* appears to translate the unconscious expressions of wish-fulfillment, and testifies to the inexhaustible poetic resources of the mind beyond its ken. Husserl’s “*Logical Investigations*” departs from a redefinition of expression and meaning, and calls for a fundamental reexamination of the experiential bases of logic and language. This course will be devoted to an engagement with their writings, as well as texts by their major readers, including Paul Celan, Jacques Derrida, Franz Kafka and Samuel Beckett. In English.

**Kristina Mendicino S01 TuTh 1-2:20**

**GRMN1340V Mis(s)Education: Feminist Undoings of the Bildungsroman**

Declared central to Western history and culture by Freud, the Oedipal complex survived in manifold literary reiterations – particularly the *Bildungsroman*, which privileges the father as primary educator and eventual adversary. This course challenges the genre’s patriarchal premise by shifting focus to female representations, in order to reconsider the traditionally ‘masculine’ discourse on *Bildung*. As a dynamic construct, femininity allows to dispute the historically patriarchal paradigm of knowledge acquisition and the precarious position of woman beyond psychoanalysis. Departing from Goethe’s *Wilhelm Meister’s Apprenticeship*, we will open the genre’s paternal margins toward works such as Arendt’s *Eichmann in Jerusalem* and Satrapi’s *Persepolis*. In English.

**Rebecca Haubrich S01 MWF 12-12:50**

**GRMN01441B The Awful German Language**

German (not unlike others) is a foreign language. As such, it embodies oddities and barbarisms, provoking both interest and fascination, trembling and fear, from “native” speakers of other (foreign) languages. Yet, even for “native” speakers of German the language is not simply a given, but (at times) a threat (and under threat), an infinite (historical) task, a political-linguistic phantasm, a projection screen, a love affair, a traumatic experience. This undergraduate seminar will explore complaints and concerns, from inside as well as from outside the German language, by Tacitus, Kleist, Twain, Hölderlin, Hebel, Kafka, Benjamin, Adorno, Pastior. Taught in English.

**Thomas Schestag S01 TuTh 4-5:30**

**GRMN1661C Troubled Origins: Accounting for Oneself**

What does it mean to account for one’s life by accounting for one’s origins? Nietzsche, for one, expressed the “uniqueness” of his existence “in the form of a riddle”: “As my father I have already died, as my mother I still live and grow old.” We will study literary and philosophical attempts at catching up with one’s troubled origins, including Nietzsche’s *Ecce Homo: How One Becomes What One Is* (self-interpretation); Freud’s “Selbstdarstellung” (self portraiture); Kafka’s *Letter to Father* (paternal confessions); Derrida’s *Monolingualism of the Other* (native languages and lost origins); Eribon’s *Returning to Reims* (“class closet”). Undergraduates from diverse fields welcome.

**Gerhard Richter S01 W 3-5:30**

**GRMN01900L      Deutsche Gegenwartsliteratur**

In contemporary literature, a multimedia array of literary institutions, what is called der Literaturbetrieb in German, is needed to guide a text through the fields of creation, production, and reception, among them programs for professional writing, authors, literary agents, editors, publishing houses, translators, events, literary prizes, literary critics, bookstores, and theaters. In addition to studying these institutions, we will read literary texts by Heinrich Böll, Martin Walser, Ulrich Woelk, Thomas Glavinic, and others that focus on the Literaturbetrieb. Students taking this class will be expected to participate in a study tour to Germany during spring break. In German.

**Thomas Kniesche    S01    MWF 1-1:50**

**GRMN2661N      Paul Celan and His Readers**

This graduate seminar will be devoted to encountering the oeuvre of Paul Celan through careful readings of his poems, prose, speeches, and translations, as well as through sustained engagements with several of his most careful readers, including Jacques Derrida, Werner Hamacher, Philippe Lacoue-Labarthe, and Peter Szondi. In English.

**Kristina Mendicino    S01    Th 4-6:30**

**GRMN2661O      Heidegger and the Arts**

The work of Martin Heidegger remains one of the most consistently fascinating and challenging adventures in modern thinking. He saw his creative and intellectual life's work as a contribution to the task of learning how to think after the end of conventional philosophy. Our graduate seminar will focus on the role that the arts play in his thought, especially poetry, painting, and sculpture. We will study, closely and patiently, some of the seminal texts that Heidegger wrote especially in the later phase of what he called his "paths of thinking" ("Denkwege"). In English. Open-minded graduate students from diverse fields welcome.

**Gerhard Richter    S01    M 3-5:30**

# **Courses Offered Beyond German Studies that May Count Towards the Concentration**

## **COLT 0810M Uncanny Tales: Narratives of Repetition and Interruption**

**Susan Bernstein**

What makes stories creepy? Close readings of short narratives with special attention to how formal and thematic elements interact to produce the effects of uncertainty, anxiety and incoherence peculiar to "the uncanny." Topics include: the representation of the self in images of the arts; the representation of speech; instabilities of identity and spatial and temporal boundaries; doubles, monsters, automata and hybrids. Texts selected from: Walpole, Shelley, Hoffmann, Kleist, Poe, Dostoyevsky, Freud, Wilde, Cortazar, Kafka, Lovecraft.

## **COLT 1430I Poetry of Europe: Montale, Celan, Hill**

**Kenneth Haynes**

The fifty years between the Second World War and the formation of the European Union was a period in which the meaning of "Europe" was placed under great strain. The class will examine the strains and debates about Europe within the lyric poetry of several literary traditions. It will take the form of close historical, formal, and critical readings of three books of poems in their entirety: Montale's *The Storm and Others* (1956), Celan's *No-One's Rose* (1963), and Hill's *Canaan* (1997). Enrollment limited to 25.

## **COLT 2821T Gift and Debt**

**Peter Szendy**

By alternating literary and philosophical approaches to gift and debt, we will try to gain a historical perspective on what Maurizio Lazzarato has called "the making of the indebted man" in our contemporary neoliberal era. Important landmarks for our approach will include: Shakespeare's *The Merchant of Venice*, Bataille's *The Accursed Share*, Goethe's *Faust I* and *Faust II*, and Derrida's *The Gift of Time*.

## **COLT 2821U Borders, Exiles, Language**

**Ourida Mostefai, Marc Redfield**

This graduate seminar will examine literatures and concepts of borders, border crossings, and exile, with particular attention paid to ways in which linguistic, literary, and political questions intertwine. The concepts of refuge, sanctuary, hospitality, and statelessness will be investigated. Texts to be read include the Bible, classical texts on exile, as well as modern authors beginning with the Enlightenment and the Revolutionary era (Rousseau, Goethe). Critical readings by Hannah Arendt, Jacques Derrida, Giorgio Agamben and others.

## **ENGL 1761Q W. G. Sebald and Some Interlocutors**

**Timothy R T Bewes**

The works of W. G. Sebald have received a huge amount of critical attention since his death in 2001, particularly from critics interested in the question of the ethics of literature after Auschwitz. But what is Sebald's literary heritage, and who are his interlocutors? What internal and external connections do his works establish? Besides Sebald's works, readings will include Stendhal, Kafka, Walser, Borges, Bergson, Resnais, Lanzmann. Banner registrations after classes begin require instructor approval. Enrollment limited to 20. Not open to first-year students.

## **HIST 1965R The Crisis of Liberalism in Modern History**

**Holly A Case**

Liberalism has flamed out before. Its collapse in the late 19c left a mark on the psychoanalytic theories of Sigmund Freud, the art of Gustav Klimt, and the fiction of Franz Kafka. Liberalism's second collapse in the 1930s, inspired the founder of neoliberal economics Friedrich Hayek and the philosopher of science Karl Popper. These men were all Austrian, a nationality they shared with the most infamous critic of liberalism, Adolf Hitler. This course wonders why this country in the center of Europe has exercised such an outsized influence on our modern experience.

## **HIST 1965H Europe and the Invention of Race**

**Michael Steinberg**

This upper-level seminar in European intellectual history will examine key texts from the 16th through the 20th century in which the negotiation of difference and diversity produced and questioned the organization of populations into groups and hierarchies called races. How does "race thinking," with its spectrum from racism to critical race thinking, channel and direct phenomena such as European global expansions, capitalism and slavery, religious difference and secularization, colonialism, imperialism, and fascism.

## **JUDS0902 History of the Holocaust**

**Adam Teller**

Explores questions raised by the Holocaust regarding how such barbarism erupted in our so-called civilized and enlightened age. Attempts to analyze the meaning of the Holocaust from three vantage points: that of European, and more particularly, German history; that of Jewish history; and that of those states and religious institutions which shared responsibility. Enrollment limited to 40. If unable to enroll because of closed registration, please contact the professor and a wait list will be created.

**JUDS1614 Heidegger, the Jews, and the Crisis of Liberalism**

**Paul E Nahme**

This class explores the enduring legacy of Heidegger's critique of Western philosophy in political, theological, and social thought. Focusing primarily upon Heidegger's reception in 20th-century Jewish philosophy, we will explore the allure of Heideggerian thought and its implication in both left and right political critiques of liberalism. Topics include onto-theology, phenomenology, and radical historicism; science, hermeneutics, and methodology in the humanities; liberalism and the secular; ethics, politics, action; de-structuration and deconstruction; time and the Other. Authors include Adorno, Arendt, Butler, Derrida, Levinas, Löwith, Marcuse, Rosenzweig, Schmitt, Strauss.

**MUSC1641 History and Theory of Listening**

**Michael Steinberg**

This upper-level seminar will explore the phenomenon of listening as related to musical works and musical experience. How do we listen to music, how do we understand musical works to be listening, and how do we listen to musical works as they seem to us to be listening to themselves, their pasts and their futures? We will examine spaces for music (architecture and acoustics) as well as cultures of listening including religious, psychological, and political contexts.

**PHIL0450 The Meaning of Life**

**Charles Larmore**

This is an introductory course in ethics, with a focus on the question of what is the nature of the human good, or of a life lived well. Readings will be from classical sources (Aristotle, Epicurus, Kant, Nietzsche, Camus) as well as from contemporary authors. In investigating this question, the course will also introduce students to some of the main problems and positions in moral philosophy. Central concepts such as obligation, responsibility, pluralism, and moral knowledge will be discussed, but in the larger context of what is the nature of the good life. No prior work in philosophy will be presupposed.

**PHIL1820 Philosophy and Psychoanalysis**

**Bernard Reginster**

The course proposes a philosophical examination of a variety of psychoanalytical theories beginning with classical Freudian theory and including ego psychology, various relational theories (object relations, intersubjectivity, and attachment theories), and self psychology. The course might also consider some of the philosophical sources of psychoanalytic theory, its interaction with recent developmental research, and its applications in literary and cultural studies.

**PHIL1890B Wittgenstein**

**Charles Larmore**

This course will focus on the Philosophical Investigations and its treatment of various questions in the philosophy of language and the philosophy of mind. Some attention will also be given to his Remarks on the Foundations of Mathematics. Prerequisite: Two courses in philosophy.