Graduates are highly qualified to pursue graduate degrees. Many are accepted into prestigious programs, such as Columbia's Institute for Israel and Jewish Studies, and are highly qualified to pursue graduate degrees in humanities, social sciences, as well as artistic and professional careers.

Students work with faculty in Germanic languages, Jewish studies, history, and Slavic studies to broaden their understanding of the literature, language, and culture of Eastern European Jewry. The Yiddish Studies Program is also closely affiliated with the Institute for Israel and Jewish Studies (p.), which offers diverse programming and other fellowship opportunities. Classes are small, and instruction is individualized and carefully directed to ensure that students gain both a thorough general grounding and are able to pursue their own particular interests in a wide-spanning field. The program also offers classes taught in translation for students who do not study Yiddish. The Yiddish programming, such as lectures, monthly conversation hours, Meet a Yiddish Celebrity series, as well as the activities of the Yiddish Club of Columbia's Barnard/Hillel allows students to explore Yiddish culture outside the classroom.

**The Yiddish Studies Program**

The Yiddish Studies Program at Columbia University, the global leader in Yiddish scholarship and teaching, focuses on the experiences and cultural efflorescence of Ashkenazic Jewry over a thousand years and five continents. It is a perfect exemplar of Columbia’s interests in global and transnational study, weaving together language, literature, and culture in a way that echoes the best of Columbia's justly famed humanities programs.

The program in Yiddish studies offers both the undergraduate Major and Concentration, in addition to graduate studies leading to the Ph.D. In both the undergraduate and graduate program, emphasis is placed not merely on acquiring linguistic proficiency and textual study, but also viewing Yiddish literature in a larger cultural and interdisciplinary context. The graduate program, the only degree-granting Yiddish Studies Program in the United States, is considered one of the world’s most important, with its graduates holding many of the major university positions in the field.

Students of Yiddish have ample opportunities to enhance their studies through a number of fellowships. The Naomi Fellowship (https://www.iijs.columbia.edu/naomi-fellowship/#https://www.iijs.columbia.edu/naomi-fellowship/) enables students to expand on their archival research skills in New York. Upon graduation, our majors compete successfully for Fulbright and other prestigious scholarships, and are highly qualified to pursue careers in humanities, social sciences, as well as artistic and professional careers.

**The German Language Program**

First- and second-year German language courses emphasize spoken and written communication, and provide a basic introduction to German culture. Goals include mastery of the structure of the language and enough cultural understanding to interact comfortably with native speakers.

After successfully completing the elementary German sequence, GERM UN1101 Elementary German Language Course, I-GERM UN1102 Elementary German Language Course, II, students are able to provide information about themselves, their interests, and daily activities. They can participate in simple conversations, read edited texts, and understand the main ideas of authentic texts. By the end of GERM UN1102 Elementary German Language Course, II, students are able to write descriptions, comparisons, and creative stories, and to discuss general information about the German-speaking countries.
The intermediate German sequence, GERM UN2101 Intermediate German I - GERM UN2102 Intermediate German II, increases the emphasis on reading and written communication skills, expands grammatical mastery, and focuses on German culture and literary texts. Students read short stories, a German drama, and increasingly complex texts. Regular exposure to video, recordings, the World Wide Web, and art exhibits heightens the cultural dimensions of the third and fourth semesters. Students create portfolios comprised of written and spoken work.

Upon completion of the second-year sequence, students are prepared to enter advanced courses in German language, culture, and literature at Columbia and/or at the Berlin Consortium for German Studies in Berlin. Advanced-level courses focus on more sophisticated use of the language structure and composition (GERM UN3001 Advanced German, I - GERM UN3002 Advanced German II: Vienna); on specific cultural areas; and on literary, historical, and philosophical areas in literature-oriented courses (GERM UN3333 Introduction To German Literature [In German]).

In Fulfillment of the Language Requirement in German

Students beginning the study of German at Columbia must take four terms of the following two-year sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GERM UN1101</td>
<td>Elementary German Language Course, I</td>
</tr>
<tr>
<td>GERM UN1102</td>
<td>Elementary German Language Course, II</td>
</tr>
<tr>
<td>GERM UN2101</td>
<td>Intermediate German I</td>
</tr>
<tr>
<td>GERM UN2102</td>
<td>Intermediate German II</td>
</tr>
</tbody>
</table>

Entering students are placed, or exempted, on the basis of their College Board Achievement or Advanced Placement scores, or their scores on the placement test administered by the departmental language director. Students who need to take GERM UN1101 Elementary German Language Course, I - GERM UN1102 Elementary German Language Course, II may take GERM UN1125 Accelerated Elementary German I & II as preparation for GERM UN2101 Intermediate German I.

University Study in Berlin

Deutsches Haus

Deutsches Haus, 420 West 116th Street, provides a center for German cultural activities on the Columbia campus. It sponsors lectures, film series, and informal gatherings that enrich the academic programs of the department. Frequent events throughout the fall and spring terms offer students opportunities to practice their language skills.

Grading

Courses in which a grade of D has been received do not count toward the major or concentration requirements.

Departmental Honors

Normally no more than 10% of graduating majors receive departmental honors in a given academic year. For the requirements for departmental honors, see the director of undergraduate studies.

Major in Yiddish Studies

The program is designed as a combination of language and content courses. First- and second-year Yiddish language courses emphasize spoken and written communication, and provide a basic introduction to Eastern European Jewish culture. Goals include mastery of the
structure of the language and enough cultural understanding to interact comfortably with native speakers.

After second-year Yiddish language courses are completed, students should feel sufficiently comfortable to begin to work with Yiddish literature in the original. Upper-level undergraduate/graduate courses are designed to accommodate students with a range of Yiddish language experience, and intensive language summer study abroad, such as the Naomi Prawer Kadar International Yiddish Summer Program (the Yiddish Studies program at Columbia offers the fully-subsidized Naomi Fellowship (http://www.iijs.columbia.edu/naomi-fellowship/) for students of Yiddish), or other academic summer programs, is also encouraged for improvement in language acquisition and comprehension.

The goal is to provide students with reasonable proficiency in reading a variety of literary, philosophical, and historical texts in the original and, through this training, to provide them with a critical understanding of Yiddish-speaking culture and society.

The second pillar of the Yiddish program is an intimate exposure to the literature and culture of the Yiddish-speaking Jewry. That exposure is achieved through several courses in Yiddish literature, which, although they may cover a variety of subjects or proceed from a number of methodological and disciplinary orientations, share a rigorous commitment to analyzing and experiencing that literature within an overarching historical and cultural framework.

These courses in Yiddish literature, culture and Jewish history will provide students with a solid interdisciplinary foundation in Yiddish studies. Inevitably and necessary, these courses, whether taught in Yiddish, English, or in a combination of the Yiddish text and English language instruction – cover the sweep of Yiddish literary history from the early modern period to today.

Students should plan their program of study with the director of undergraduate studies as early as possible. There is a prerequisite of two years of Yiddish, or equivalent to be demonstrated through testing.

The Major in Yiddish Studies requires a minimum of 30 points, distributed as follows:

1. Two courses of advanced language study (6 points); YIDD UN3101, YIDD UN3102
2. Three courses in Yiddish literature (9 points); e.g. YIDD UN3500, YIDD GU4420
3. At least one course related to a senior thesis (3 points);
4. Four related courses, at least one of which is in medieval or modern Jewish history (12 points); e.g. HIST UN4604, YIDD GU4113.

A senior thesis is required for the Major in Yiddish Studies. Students interested in a senior thesis or research project may do so through independent study with a faculty member over one or two semesters. Students must conduct original research, some of which must take place in the Yiddish language, and are required to submit a culminating paper, of no less than 35 pages.

Elective courses: Elective courses can be taken at Columbia as well as at affiliated institutions such as the Jewish Theological Seminary, Barnard College, New York University, etc. Columbia’s arrangements with the joint degree appointing program at JTS, i.e. JTS and GS Joint program with List College, offers students exposure to a wide variety of courses on Yiddish and Yiddish-related topics taught by experts in the field of Yiddish and comparative Jewish literature such as Profs. David Roskies and Barbara Mann.

Thanks to the consortial arrangements with other universities in the New York area (Barnard, NYU, Yale, Penn, etc.) students both in Columbia College and General Studies, can take courses at these institutions for degree credit, which allows for student exposure to experts in twentieth-century Soviet Yiddish literature, Yiddish women’s writing, Yiddish literature in Israel, and much more (Profs. Gennady Estrakh, Kathryn Hellerstein, and Hannan Hever). These arrangements allow students to have, if they so choose, an even broader intellectual experience than the already broad interdisciplinary opportunities available to them via the courses offered by the faculty on the interdisciplinary Committee on Yiddish at Columbia.

Language courses need to be taken at Columbia.

Honors options: Departmental Honors in Yiddish Studies can be granted to a total of 10% of the students graduating with the Major in Yiddish Studies in a given year across both Columbia College and General Studies.

### Concentration in German Literature and Cultural History

The concentration in German literature and cultural history requires a minimum of 21 points in German courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GERM UN3333</td>
<td>Introduction To German Literature [In German]</td>
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<tr>
<td>GERM UN3442</td>
<td>Survey of 18th Century German Lit: Enlightenment, Sturm und Drang [In German]</td>
</tr>
<tr>
<td>GERM UN3443</td>
<td>Romanticism, Revolution, Realism [In German]</td>
</tr>
<tr>
<td>GERM UN3444</td>
<td>SURVEY OF GERMAN LIT:20C</td>
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<tr>
<td>GERM UN3445</td>
<td>German Literature After 1945 [In German]</td>
</tr>
<tr>
<td>GERM UN3991</td>
<td>Senior Seminar</td>
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</tbody>
</table>

The remaining courses to be chosen from the 3000- or 4000-level offerings in German and Comparative Literature-german in consultation with the Director of Undergraduate Studies.

### Concentration in Yiddish Studies

The concentration in Yiddish studies requires a minimum of 21 points, distributed as follows:

1. Two courses of advanced language study (6 points); YIDD UN3101, YIDD UN3102
2. Two courses in Yiddish literature (6 points); e.g. YIDD UN3500, YIDD GU4420
3. Three related courses, at least one of which is in medieval or modern Jewish history (9 points); e.g. HIST UN4604, YIDD GU4113.
Special Concentration in German for Columbia College and School of General Studies Students in STEM fields

The special concentration in German requires a minimum of 15 points.

GERM UN3333 Introduction To German Literature [In German]

At least one of the period survey courses in German Literature and Culture

GERM UN3442 Survey of 18th Century German Lit: Enlightenment, Sturm und Drang [In German]

GERM UN3443 Romanticism, Revolution, Realism [In German]

GERM UN3444 SURVEY OF GERMAN LIT:20C

GERM UN3445 German Literature After 1945 [In German]

GERM UN3991 Senior Seminar

Two courses to be chosen from the 3000- or 4000-level (taught in German or English) offerings in German and Comparative Literature

German in consultation with the Director of Undergraduate Studies

Comparative Literature-German

CLGR GU4250 Aesthetics and the Philosophy of History [In English]. 3 points.

This course offers an introduction to German intellectual history by focusing on the key texts from the 18th and 19th century concerned with the philosophy of art and the philosophy of history. Instead of providing a general survey, this thematic focus that isolates the relatively new philosophical subspecialties allows for a careful tracing of a number of key problematics. The texts chosen for discussion in many cases are engaged in lively exchanges and controversies. For instance, Winckelmann provides an entry into the debate on the ancients versus the moderns by making a claim for both the historical, cultural specificity of a particular kind of art, and by advertising the art of Greek antiquity as a model to be imitated by the modern artist. Lessing’s Laocoon counters Winckelmann’s idealizing approach to Greek art with a media specific reflection. According to Lessing, the fact that the Laocoon priest from the classical sculpture doesn’t scream has nothing to do with the nobility of the Greek soul but all with the fact that a screaming mouth hewn in stone would be ugly. Herder’s piece on sculpture offers yet another take of the Greek soul but all with the fact that a screaming mouth hewn in stone would be ugly. Herder’s piece on sculpture offers yet another take of the Greek soul but all with the fact that a screaming mouth hewn in stone would be ugly. Herder’s piece on sculpture offers yet another take of the Greek soul but all with the fact that a screaming mouth hewn in stone would be ugly. Herder’s piece on sculpture offers yet another take of the Greek soul but all with the fact that a screaming mouth hewn in stone would be ugly. Herder’s piece on sculpture offers yet another take of the Greek soul but all with the fact that a screaming mouth hewn in stone would be ugly. Herder’s piece on sculpture offers yet another take of the Greek soul but all with the fact that a screaming mouth hewn in stone would be ugly.

Mel Brooks, Woody Allen, Jerry Seinfeld, and Larry David.

Comparative Literature-Yiddish

CLYD UN3500 Readings In Jewish Literature [In English]. 3 points.

Through an analysis of far-flung examples of comic Jewish literature created by Jews over three centuries and three continents, this course will attempt to answer two questions. First, are there continuities in Jewish literary style and rhetorical strategy, and if so, what are they? And second, can Jewish literature help us to understand the tensions between universality and particularity inherent in comic literature more generally? Works and authors read will include Yiddish foktales, Jewish jokes, Sholem Aleichem, Franz Kafka, Philip Roth, Woody Allen, and selections from American television and film, including the Marx Brothers, Mel Brooks, Woody Allen, Jerry Seinfeld, and Larry David.

CLYD GU4250 Memory and Trauma in Yiddish Literature (in English). 3 points.

Trauma has become a defining aspect of the modern Jewish experience, while the recently emerged memory studies shed a new light on how we remember the past, and understand memory. As Cathy Caruth observes in Trauma: Explorations of Memory (1995), “The traumatized, we might say, carry an impossible history within them, or they become themselves the symptom of a history that they cannot entirely possess.” This course examines how memory, especially memory of trauma, is explored in Yiddish literature, film, and beyond. It focuses predominantly on the works relating to the Holocaust and its impact on the first, second, and third generations, but it also engages with other kinds of memory and other kinds of trauma (pogroms, Chmielnitsky massacres, loss, death, etc.). It approaches the questions of memory and trauma from the perspective of gender, body, and identity, as well as postmemory. The course aims for students to discuss and critically engage with the works listed on the syllabus, in order to develop the skills of analytical, and abstract thinking, as well as the ability to express that critical thinking in writing. Texts will be offered in English translation, no knowledge of Yiddish required.

Dutch

DTCH UN1102 Elementary Dutch II. 4 points.

Fundamentals of grammar, reading, speaking, and comprehension of the spoken language. During the spring term supplementary reading is selected according to students’ needs.

DTCH UN1201 Intermediate Dutch I. 4 points.

Prerequisites: DTCH W1101-W1102 or the equivalent. Continued practice in the four skills (aural comprehension, reading, speaking, and writing); review and refinement of basic grammar; vocabulary building. Readings in Dutch literature.

DTCH UN1202 Intermediate Dutch II. 4 points.

Prerequisites: DTCH W1101-W1102 or the equivalent. Continued practice in the four skills (aural comprehension, reading, speaking, and writing); review and refinement of basic grammar; vocabulary building. Readings in Dutch literature.
DTCH UN2101 Intermediate Dutch I. 4 points.
Prerequisites: DTCH UN1101-UN1102 or the equivalent.
Continued practice in the four skills (aural comprehension, reading, speaking, and writing); review and refinement of basic grammar; vocabulary building. Readings in Dutch literature.

DTCH UN2102 Intermediate Dutch II. 4 points.
Prerequisites: DTCH UN1101-UN1102 or the equivalent.
Continued practice in the four skills (aural comprehension, reading, speaking, and writing); review and refinement of basic grammar; vocabulary building. Readings in Dutch literature.

DTCH UN3102 Advanced Dutch II. 3 points.
See department for details

DTCH UN3994 Special Reading Course. 1 point.
See department for course description

FINN UN1101 Elementary Finnish I. 4 points.

FINN UN1102 Elementary Finnish II. 4 points.

FINN UN2101 Intermediate Course I. 4 points.
Prerequisites: FINN UN1101-UN1102 or the instructor's permission.
Continued practice in aural comprehension, reading, speaking, and writing; review and refinement of grammatical structures; vocabulary building. Readings include Finnish fiction and nonfiction.

FINN UN2102 Intermediate Finnish II. 4 points.
Prerequisites: FINN UN1101-UN1102 or the instructor's permission.
Continued practice in aural comprehension, reading, speaking, and writing; review and refinement of grammatical structures; vocabulary building. Readings include Finnish fiction and nonfiction.

German

GERM UN1101 Elementary German Language Course, I. 4 points.
Upon completion of the course, students understand, speak, read, and write German at a level enabling them to communicate with native speakers about their background, family, daily activities, student life, work, and living quarters. Daily assignments and laboratory work.

GERM UN1102 Elementary German Language Course, II. 4 points.
Prerequisites: GERM UN1101 or the equivalent.
Students expand their communication skills to include travel, storytelling, personal well-being, basic economics, and recent historical events. Daily assignments and laboratory work.

GERM UN1125 Accelerated Elementary German I & II. 8 points.
Equivalent to GERM V1101-V1102.

This intensive semester provides all of elementary German enabling students to understand, speak, read, and write in German. Topics range from family and studies to current events. Conducted entirely in German, requirements include oral and written exams, essays, German-culture projects, and a final exam.
GERM UN2101 Intermediate German I. 4 points.
Prerequisites: GERM UN1102 or the equivalent.
Complete grammar review through regular exercises. Wide range of texts are used for close and rapid reading and writing exercises. Practice in conversation aims at enlarging the vocabulary necessary for daily communication.

Spring 2020: GERM UN2101

<table>
<thead>
<tr>
<th>Number</th>
<th>Section/Call</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<td>2011</td>
<td>001/12187</td>
<td>M W Th 10:10am - 11:25am</td>
<td>Nathaniel Wagner</td>
<td>4</td>
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<tr>
<td>2011</td>
<td>002/12188</td>
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<td>Isabelle Egger</td>
<td>4</td>
<td>10/15</td>
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</table>

GERM UN2102 Intermediate German II. 4 points.
Prerequisites: GERM UN2101 or the equivalent.
Language study based on texts concerning culture and literature. Assignments include compositions in German and exercises of grammatical forms, both related to the texts. Class discussions in German provide oral and aural practice.

Spring 2020: GERM UN2102

<table>
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<tr>
<th>Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<td>002/12190</td>
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<td>Simona Vaidean</td>
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<tr>
<td>2012</td>
<td>003/12191</td>
<td>M W Th 11:10pm - 2:25pm</td>
<td>Thomas Preston</td>
<td>4</td>
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<tr>
<td>2012</td>
<td>004/12011</td>
<td>T Th 6:10pm - 8:00pm</td>
<td>Irene Motyl</td>
<td>4</td>
<td>9/15</td>
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</table>

GERM UN2125 Accelerated Intermediate German I, II. 8 points.
Prerequisites: GERM UN1102 Elementary II
Accelerated language study as preparation for Study Abroad in Berlin.

Spring 2020: GERM UN2125

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<tr>
<th>Number</th>
<th>Section/Call</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
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<tr>
<td>2125</td>
<td>001/12200</td>
<td>M T W Th 12:10pm - 2:00pm</td>
<td>Jutta Schmiers-Heider</td>
<td>8</td>
<td>4/20</td>
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</tbody>
</table>

GERM UN3001 Advanced German, I. 3 points.
Prerequisites: GERM UN2102 or the Director of the German Language Program's permission.
Designed to follow up the language skills acquired in first- and second-year language courses (or the equivalent thereof), this course gives students greater proficiency in speaking, reading, and writing German, while focusing on topics from German society today through German newspapers and periodicals.

GERM UN3333 Introduction To German Literature [In German]. 3 points.
Prerequisites: GERM UN2102 or the equivalent.
Examines short literary texts and various methodological approaches to interpreting such texts in order to establish a basic familiarity with the study of German literature and culture.

GERM UN3442 Survey of 18th Century German Lit: Enlightenment, Sturm und Drang [In German]. 3 points.
Prerequisites: GERM UN3333
We will be studying the Enlightenment, Storm and Stress and the Culture of Sensibility and German Classicism in light of this period’s reading cultures. (Goethe, Gessner, Schiller, Kant, Lichtenstein, Bürger, Lenz, Karsch, Klopotock, Hölderlin, Kleist). Readings and discussions in German.

GERM UN3445 German Literature After 1945 [In German]. 3 points.
Prerequisites: GERM W3333 or the director of undergraduate studies’ or the instructor’s permission.
A survey of major literary texts of postwar Germany, including the so-called “rubble” literature, Group 47, GDR, New Subjectivity, minority voices and Holocaust memory. Works by Celan, Sachs, Dürenmatt, Böll, Bachmann, Th. Bernhard, Wolf, P. Schneider, Schlink, Sebald.

GERM UN3780 Berlin/Istanbul: Migration, Culture, Values (GER). 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
An intensive seminar analyzing questions of migration, identity (self-) representation, and values with regard to the Turkish minority living in Germany today. Starting with a historical description of the „guest worker“ program that brought hundreds of thousands of Turkish nationals to Germany in the 1960s and 1970s, the course will focus on the experiences and cultural production of the second and third generations of Turkish Germans, whose presence has profoundly transformed German society and culture. Primary materials include diaries, autobiographies, legal and historical documents, but the course will also analyze poetry, novels, theater plays and films. In German.

GERM UN3991 Senior Seminar. 3 points.
Prerequisites: one of the Introduction to German Literature courses and one upper-level literature course, or the instructor’s permission.
Required of all German majors in their senior year. Lectures and readings in German. This course explores the manifold relations between the history of the radio and radio plays throughout the 20th century. It will trace the history and theory of radio plays including Hans Flesch, Bertolt Brecht, Friedrich Wolf, Günter Eich, Ingeborg Bachmann, and Peter Handke, among others. Discussions will be based on the close readings of the scripts and the analysis of the actual radio plays which will be made available as audio files.

GERM GU4000 Foreign Language Pedagogy. 3 points.
Registration is by permission of foreign language departments only.
Designed to offer training in foreign language pedagogy to teaching assistants (TAs) in the foreign language departments.
GERM GU4221 20th- and 21st-century German Theater and Performance Histories (in German). 3 points.

This course introduces students to the rich histories of modern and contemporary German-language theater and performance. The turn of the 20th century marks the emergence of modernist production styles beyond classical text-based theater, and the beginnings of the "performative turns" that were to shape avant-garde, postmodern and contemporary practices, as well as cultural theory beyond the institution of theater as such. The course familiarizes students with the analytic lens of performance studies, and deploys it to study theater and performance as part of larger cultural histories from the German Kaiserreich to the "Berlin Republic." Both within the institutional space of the theater and beyond, 20th and 21st-century performance practices allow us to trace changing concepts of art and activism, norms and collective identities. From a comparative media studies angle, the course further underlines how theater and performance have functioned at the crossroads of different media, from the literary text (the prime enemy of much 20th-century theater and performance theory) to film and video, competitors which have become integral elements of live theater culture in the 21st century. In addition to a range of readings (theory, drama/ performance texts, reviews, etc.), we will incorporate audiovisual materials as much as possible (performance documentation where available plus related film materials).

This course is taught in German.

GERM GR8121 Proseminar: Bildungsroman [In German]. 3 points.

Proseminar for Graduate Students only.

Spring 2020: GERM GR8121

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<tr>
<th>Course Number</th>
<th>Section/Call</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>GERM 8121</td>
<td>001/12346</td>
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<td>Dorothea von Muecke</td>
<td>3</td>
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<td>408 Hamilton Hall</td>
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GERM V1201 Intermediate German Language Course, I. 4 points.

Prerequisites: GERM V1102 or the equivalent.

Corequisites: Recommended: GERM W1521.

Prepares students for advanced German language and literature courses. Topics emphasize contemporary German life and cross-cultural awareness. Daily assignments, video material, and laboratory work.

Swedish

SWED UN1101 Elementary Swedish I. 4 points.

The goal of this course is to introduce students to the Swedish language as it is spoken in Sweden today. The class will also introduce important aspects of contemporary Swedish culture, historical figures and events, and Swedish traditions. Upon the completion of the course, students who have attended class regularly have submitted all assignments and taken all tests and quizzes should be able to:

- provide basic information in Swedish about themselves, families, interests, food, likes and dislikes, daily activities; understand and participate in a simple conversation on everyday topics (e.g. occupation, school, meeting people, food, shopping, hobbies, etc.);
- read edited texts on familiar topics, understand the main ideas and identify the underlying themes; pick out important information from a variety of authentic texts (e.g. menus, signs, schedules, websites, as well as linguistically simple literary texts such as songs and rhymes); fill in forms requesting information, write letters, notes, postcards, or messages providing simple information; provide basic information about Sweden and the rest of the Nordic countries (e.g. languages spoken, capitals, etc.);
- use and understand a range of essential vocabulary related to everyday life (e.g. days of the week, colors, numbers, months, seasons, telling time, foods, names of stores, family, common objects, transportation, basic adjectives etc.) pronounce Swedish well enough and produce Swedish with enough grammatical accuracy to be comprehensible to a Swedish speaker with experience in speaking with non-natives.

use and understand basic vocabulary related to important aspects of contemporary Swedish culture and Swedish traditions (e.g. Christmas traditions, St. Lucia, etc.).

Methodology

The class will be taught in a communicative way. It will be conducted primarily, but not exclusively in Swedish. In-class activities and homework assignments will focus on developing speaking, reading, writing, listening skills, and a basic understanding of Swedish culture through interaction. Authentic materials will be used whenever possible.
SWED UN1102 Elementary Swedish II. 4 points.
This course is a continuation of the introductory Swedish 101 course. It will introduce you to the Swedish language as it is used in Sweden today. You will also learn about aspects of contemporary Swedish culture, main events and figures in Sweden's history, and Swedish traditions. Upon the completion of the course, students who have attended class regularly, have submitted all assignments and taken all tests and quizzes should be able to: talk about themselves, families, interests, likes and dislikes, daily activities, education, professional interests and future plans in some detail; understand and participate in a simple conversation on everyday topics such as educational choices, subjects, plans for the weekend and the holidays, places to live, transportation, etc read and fully comprehend edited texts on familiar topics understand the main ideas and identify the underlying themes in original texts such as literary fiction, film, and newspaper articles write short essays on a familiar topic using the relevant vocabulary understand and utilize the information in a variety of “authentic texts” (e.g. menus, signs, train schedules, websites) carry out simple linguistic tasks that require speaking on the phone (e.g. setting up an appointment, asking questions about an announcement, talking to a friend) fill in forms requesting information, write letters, e-mails, notes, post cards, or messages providing simple information; provide basic information about Sweden including: Sweden’s geography, its political system and political parties, educational system, etc. discuss and debate familiar topics recognize significant figures from Sweden’s history and literary history use and understand basic vocabulary related to important aspects of contemporary Swedish culture and Swedish traditions and contemporary linguistic practices in Sweden. Pronounce Swedish well enough and produce Swedish with enough grammatical accuracy to be comprehensible to a Swedish speaker with experience in speaking with non-natives. Methodology The class will be taught in a communicative way. It will be conducted primarily, but not exclusively in Swedish. In-class activities and homework assignments will focus on developing speaking, reading, writing, listening skills and a basic understanding of Swedish culture through interaction. Authentic materials will be used whenever possible.

Spring 2020: SWED UN1102

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<tr>
<td>SWED 1102</td>
<td>001/14023</td>
<td>M W 10:10am - 12:00pm</td>
<td>Nina Ernst</td>
<td>4</td>
<td>7/18</td>
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SWED UN2101 Intermediate Swedish I. 3 points.
The goal of this course is to further develop the speaking, reading, writing, and listening skills you have acquired in the first year Swedish courses and broaden your knowledge about the Swedish culture and history. Topics emphasize contemporary Swedish life and cross-cultural awareness. In addition to the main text, newspaper articles, shorter literary texts, film, and internet resources will be used. Class will be conducted almost exclusively in Swedish. To succeed in this course, you must actively participate. You will be expected to attend class regularly, prepare for class daily, and speak as much Swedish as possible. Methodology The class will be taught in a communicative way. It will be conducted primarily, but not exclusively in Swedish. In-class activities and homework assignments will focus on improving and developing speaking, reading, writing, listening skills, and deepening the students’ understanding of Swedish culture through interaction and exposure to a broad range of authentic materials.

SWED UN2102 Intermediate Swedish II. 4 points.
The goal of this course is to further develop your speaking, reading, writing, and listening skills and broaden your knowledge about the Swedish culture, history and literature. Topics emphasize contemporary Swedish life and cross-cultural awareness. Topics to be covered include Sweden’s regions, the party and political system, major historical and cultural figures, and the Swedish welfare state. In addition to the main text we will use a selection of short stories, newspaper articles, films and audio resources available on the internet. Class will be conducted almost exclusively in Swedish. To succeed in this course, you must actively participate. You will be expected to attend class regularly, prepare for class daily, and speak as much Swedish as possible. Methodology The class will be taught in a communicative way. It will be conducted primarily in Swedish. In-class activities and homework assignments will focus on improving and developing speaking, reading, writing, listening skills, and deepening the students’ understanding of Swedish culture through interaction and exposure to a broad range of authentic materials.
**YIDD UN1102 Elementary Yiddish II. 4 points.**

This course offers an introduction to the language that has been spoken by the Ashkenazi Jews for more than a millennium, and an opportunity to discover a fabulous world of Yiddish literature, language and culture in a fun way. Using games, new media, and music, we will learn how to speak, read, listen and write in a language that is considered one of the richest languages in the world (in some aspects of vocabulary). We will also venture outside the classroom to explore the Yiddish world today: through field trips to Yiddish theater, Yiddish-speaking neighborhoods, Yiddish organizations, such as YIVO or Yiddish farm, and so on. We will also have Yiddish-speaking guests and do a few digital projects. At the end of the two-semester course, you will be able to converse in Yiddish on a variety of everyday topics and read most Yiddish literary and non-literary texts. Welcome to Yiddishland!

**Spring 2020: YIDD UN1102**

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<tr>
<td>YIDD 1102</td>
<td>001/13788</td>
<td>M W 2:10pm - 4:00pm, 313 Hamilton Hall</td>
<td>Agnieszka Legutko</td>
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<td>5/18</td>
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**YIDD UN2101 Intermediate Yiddish I. 4 points.**

Prerequisites: YIDD UN1101-UN1102 or the instructor’s permission. This year-long course is a continuation of Elementary Yiddish II. As part of the New Media in Jewish Studies Collaborative, this class will be using new media in order to explore and research the fabulous world of Yiddish literature, language, and culture, and to engage in project-oriented activities that will result in creating lasting multi-media online presentations. In addition to expanding the command of the language that has been spoken by the Ashkenazi Jews for more than a millennium, i.e. focusing on developing speaking, reading, writing and listening skills, and on the acquisition of more advanced grammatical concepts, students will also get some video and film editing training, and tutorials on archival research. The class will continue to read works of Yiddish literature in the original and will venture outside of the classroom to explore the Yiddish world today: through exciting field trips to Yiddish theater, Yiddish-speaking neighborhoods, YIVO, Yiddish Farm, and so on. And we will also have the Yiddish native-speaker guest series. Welcome back to Yiddishland!

**Spring 2020: YIDD UN2101**

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<tr>
<td>YIDD 2101</td>
<td>001/13794</td>
<td>M W 10:10am - 12:00pm, 318 Hamilton Hall</td>
<td>Agnieszka Legutko</td>
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**YIDD UN2102 Intermediate Yiddish II. 4 points.**

Prerequisites: YIDD UN1101-UN1102 or the instructor’s permission. This year-long course is a continuation of Elementary Yiddish II. As part of the New Media in Jewish Studies Collaborative, this class will be using new media in order to explore and research the fabulous world of Yiddish literature, language, and culture, and to engage in project-oriented activities that will result in creating lasting multi-media online presentations. In addition to expanding the command of the language that has been spoken by the Ashkenazi Jews for more than a millennium, i.e. focusing on developing speaking, reading, writing and listening skills, and on the acquisition of more advanced grammatical concepts, students will also get some video and film editing training, and tutorials on archival research. The class will continue to read works of Yiddish literature in the original and will venture outside of the classroom to explore the Yiddish world today: through exciting field trips to Yiddish theater, Yiddish-speaking neighborhoods, YIVO, Yiddish Farm, and so on. And we will also have the Yiddish native-speaker guest series. Welcome back to Yiddishland!

**Spring 2020: YIDD UN2102**

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<tr>
<td>YIDD 2102</td>
<td>001/13794</td>
<td>M W 10:10am - 12:00pm, 318 Hamilton Hall</td>
<td>Agnieszka Legutko</td>
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**YIDD UN3334 Advanced Yiddish. 3 points.**

May be repeated for credit.

Prerequisites: YIDD UN2101- YIDD UN2102 or the instructor’s permission. Reading of contemporary authors. Stress on word usage and idiomatic expression, discussion.

**YIDD GU4101 Introduction To Yiddish Studies. 3 points.**

The study of Ashkenazic Jewish culture from its beginnings to the present day. Research tools; written and oral sources; trends in scholarship; scope of the field.

**Of Related Interest**

- German (Barnard)
  - GERM BC3012 Telenovelas
  - GERM BC3224 Germany’s Traveling Cultures