GERMAN STUDIES (GRST)

GRST101 Elementary German
This course is an introduction to German and leads to communicative competence in German by building on the four primary skills--speaking, listening, reading, and writing--while developing participants' awareness of life and culture of German-speaking countries. Learning German and its structure will also enhance students' awareness of commonalities between the English and the German languages. The GRST101/102/211 course sequence will help students appreciate that contemporary Germany is economically and politically the leading country in the European Union and has a dynamic, multicultural society. The German language opens vistas into a world of ideas that is as complex as it is elemental. It provides access to many fields, from philosophy to the natural sciences and many disciplines between: history, musicology, art history, and environmental studies. These three courses prepare students to study abroad in Germany, on one of the two Wesleyan-approved programs in Berlin and Hamburg or continue with GRST212 here at Wesleyan.
Offering: Host
Grading: Amp Graded
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: None

GRST102 Elementary German
This is the second part of the two-part sequence in Elementary German (see GRST101). Students will continue their study of the four primary skills--speaking, listening, reading, writing--plus German grammar and culture. They will read a variety of authentic texts, listen to native speakers, handle everyday conversational situations, and write short compositions. At the end of the semester, students will write, perform, and videotape a skit based on the material learned this semester. GRST211 is the course following GRST102. Students who take GRST211 can apply to study abroad in Germany on one of Wesleyan's approved programs in Berlin and Hamburg or continue with GRST214 here at Wesleyan.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: GRST101

GRST211 Intermediate German
This course typically follows GRST101 and 102 and increases students' proficiency in the German language while they learn about different cities and regions in the German-speaking world. Working collaboratively, students engage in cultural activities with authentic readings and contextualized grammar in a unifying context. Through exposure to a variety of texts and text types, students develop oral and written proficiency in description and narration, as well as discourse strategies for culturally authentic interaction with native speakers. Classes focus on active use of the language. Film, music, and other audio clips are regularly integrated into the course to increase students' listening comprehension. Through regular writing assignments, students expand their vocabulary and practice varied styles and techniques. Among the course goals are improved communication and reading skills, an expanded vocabulary, more accurate and nuanced written expression, and increased insight into historical and cultural features of the German-speaking world. After the successful completion of this course, students can study abroad on Wesleyan's approved German programs in Berlin and Hamburg or continue with GRST212 at Wesleyan.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: GRST102

GRST212 Practice in Speaking and Writing German
This course is designed to build and strengthen skills in oral and written German. It functions as a bridge between the basic language series (GRST101&102 and 211) and the more advanced literature/culture courses. This course extends the focus on language and culture through reading, interpreting, and discussing longer German texts (including poems and short stories) begun in GRST211. Moreover, students will research various aspects of the history and culture of Germany and gain practice writing about and presenting the results of their research. Grammar instruction and review as well as vocabulary-building are integral parts of this course, since mastery of the structures of German will facilitate students' ability to express more complex ideas. We will supplement the textbook with additional readings, music, and films. Class discussion will be conducted in German.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: GRST211

GRST213 German Culture Today
Readings, class discussion, and written work will be based on current and recent events and developments in Germany. Topics will include Germany's place in the new Europe and the world, Germany as a multicultural society, and German contemporary culture. The course will provide extensive practice in speaking, reading, listening, and writing in German and using literary and nonliterary texts, as well as audio and visual materials. Structured conversation, debates, and analysis of different types of texts, along with writing assignments in a variety of genres, will strengthen proficiency in German and prepare students for 300-level courses. This course can be taken either before or after study in Germany.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: GRST212

GRST221 Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalistic agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an “off-modern” path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: CHUM321, REES321, RULE321, RUSS321, WLIT341
Prereq: None

GRST228 Going Green, German-Style: The Relationship to Nature, 1800–Today
Few countries display as active a commitment to protect natural resources and the environment as Germany. Its focus on renewable energies, recycling, and conservation in general is unique even by European standards, and in the U.S., Germany's policies on sustainability and environmental preservation are often held up as models. It is important to recognize, however, that Germans did not achieve this degree of environmental awareness overnight. Rather, it represents the result of centuries of contemplating, controlling, and conserving nature and cannot simply be transferred to other cultures. In this course, we will examine the German (and European) cultural tradition by analyzing artworks and texts from the past two centuries that have both expressed and shaped salient attitudes and emotional responses. The goals of the course are to provide insight into Germany’s long and complicated history of defining and relating to nature and to allow you to reflect critically on your own attitudes toward nature and the environment.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GELT228, ENV5228
Prereq: None

GRST230F The Simple Life (FYS)
As the human population grows toward nine billion and our planet’s carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors—as individuals, groups, societies, and cultures—affect the conditions under which we, future generations, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an “après moi, le déluge” attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living “green” make sense? What about environmental (in)justice?
This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: ENV520F, GELT230F
Prereq: None

GRST231 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts—language, identity, subjectivity, gender, power, and knowledge—and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL295, COL339, CCIV393, CEAS340, RL&L290, RUSS340, RULE340, REES3340
Prereq: None

GRST239 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner’s ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner’s works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA339, GELT239, RL&L339, COL349
Prereq: None

GRST241 Introduction to European Avant-Garde, 1880–1940
This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism’s relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA241, RL&L241, COL230
Prereq: None

GRST251 Kafka: Literature, Law, and Power
Elias Canetti claimed that among all writers, Kafka was "the greatest expert on power." In this course we will focus on Kafka’s narratives of power relations. We will read and discuss Kafka's sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how scrutiny and discipline are exercised over the body. We will also consider Kafka’s depictions of physical violence and of apparatuses and institutions of power and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COL251
Prereq: None
GRST252 From Caligari to Hitler: Weimar Cinema in Context
This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer’s classic study that expressionist films in particular prepared the way for Hitler’s rise to power. The focus will be on canonical films of the era including THE CABINET OF DR. CALIGARI, NOSFERATU, and THE LAST LAUGH (Murnau); METROPOLIS and M (Fritz Lang); and THE JOYLESS STREET and PANDORA’S BOX (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: KUHLE WAMPE (with a screenplay by Brecht), Leni Riefenstahl’s THE BLUE LIGHT, and Pabst’s THREEPENNY OPERA. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht’s THREEPENNY OPERA and Irmgard Keun’s novel THE ARTIFICIAL SILK GIRL.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM352
Prereq: None

GRST253 The New German Cinema
This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht’s theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM320, GELT253
Prereq: None

GRST254 Critical Theory: From Karl Marx to Angela Davis
According to the Frankfurt School philosopher Max Horkheimer’s 1937 essay “Traditional and Critical Theory,” Critical Theory aims at dislodging traditional theory’s reliance on the assumption that to theorize means to categorize and explain facts from a trans-historically fixed position. Instead, Critical Theory wants to uncover the formative socio-economic processes of exploitation, struggle, and domination that underpin both the objective appearance of reality and our subjective ability to become conscious of them. In doing so, it not only wants to critique the very foundations of society and subjectivity but also wants to ignite a utopian imagination. Although Critical Theory draws on the concepts of the Western philosophical tradition (in particular on Kant and Hegel), it views them as being tainted by the “irrational totality” of bourgeois society that structurally blocks the realization of genuine freedom, equality, and liberation from fear. Hence, Critical Theory is concerned not only with the critique of specific social ills but also with the abolition of their systemic causal conditions.
For this reason, it is by design a practical and activist mode of theory, in particular those that bear on the meaning of life, the relation of the individual to society and to other individuals, the character of justice, definitions of ethics and morality, the nature and calling of the artist, and the tension between thought and emotion.
In this seminar, we will do three things: 1) Retrace the genesis of Critical Theory from Marx’s appropriation of Hegel’s dialectical method to Lukács’s theory of reification; 2) Explore the Frankfurt School’s ambition to establish Critical Theory as an encompassing, multi-disciplinary research program addressing the pathologies of capitalism from the interlocking perspectives of social and economic theory, psychoanalysis, empirical social research, aesthetics, and ethics; 3) Examine how contemporary heirs to the tradition of Critical Theory such as Angela Davis, Sianne Ngai, or Rei Terada have challenged and advanced the concerns of the earlier theory in light of our current neoliberal and authoritarian predicament.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GELT260, COL273
Prereq: None
GRST 261 Reading Nietzsche
Friedrich Nietzsche, trained philologist and self-proclaimed "free spirit," remains one of the most controversial figures in modern thought, a source of fascination and outrage alike. Best known as the philosopher of the "Dionysian," the "will to power," the "eternal return of the same," the "transvaluation of all values," and the "over-man," Nietzsche also proudly considered himself the most accomplished prose stylist in the German language. In this course, we will examine two closely interrelated issues: (1) the genesis of Nietzsche's major philosophical thoughts in the areas of epistemology, aesthetics, ethics, and the critique of religion, from his earliest to his latest writings; (2) the cultivation of a philosophical style that, in its mobilization of highly artistic modes of aphoristic reduction, metaphorization, personification, and storytelling, aspires to turn critical thinking into a life-affirming art form.

The course will combine philosophical interpretation with textual analysis. No prior knowledge of Nietzsche's works is expected; however, a willingness to set aside significant chunks of time to dwell in Nietzsche's texts is required. Students with reading knowledge in German are encouraged to read at least some of the assignments in the original. Guidance in doing so will be provided based on individual need.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COL297
Prereq: None

GRST 263 Inside Nazi Germany, 1933--1945
This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an understanding of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its legacy.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RELI272, CJST272
Prereq: None

GRST 267 Losers of World War II
This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOV
Identical With: GOVT285, CEAS280
Prereq: None

GRST 272 Introduction to History: Germany from Napoleon to the Berlin Republic
Germany witnessed more dramatic and radical changes in forms of government within the span of just 31 years (1918¿-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history's darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany's nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST319, CJST319
Prereq: None
in that context. We will subsequently study Nazism, the World War II, and
the Holocaust, as well as the ultimate destruction of Germany as sovereign
state with its surrender and military occupation in 1945. The remainder of
the course explores the phoenixlike rebirth of two competing German states in
the Cold War and the subsequent parallel development and divergence of two
German societies. We will conclude the course by analyzing the process that
led to German reunification in 1990 and the lines of development of the “Berlin
Republic” since that time. The aims of the course are to introduce students to
historical primary sources, the skills of historical analysis, and the questions of
historiography through a coherent introductory survey of modern German
history.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST172
Prereq: None

GRST274 In the Moment of Great Destruction: German Literature from 1600 to
Today
German history has been characterized by immense upheavals, crises, and
catastrophes, from the destruction of the Thirty Years War to Napoleon and
the world wars. At times victims, at times perpetrators, Germans participated
in and suffered from events that time and again destroyed established norms
and traditions and called into question the very possibility and validity of human
experience, morality, and sociability. As a result, German culture repeatedly
faced the need to renegotiate how humans perceive and relate to their world,
how people can unite to constitute a society, and how ethical standards can
be upheld in amoral circumstances. In this course, we will examine the ways in
which literary text combine aesthetic presentation with depictions of current
chaos and universal or eternal laws to imagine livable lives in the face of
uncertainty and adversity.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: None

GRST275 Creativity and Crisis: Germany 1918-1933
This course investigates the fascinating culture of the Weimar Republic,
Germany’s first, heady, and ultimately unsuccessful experience with democracy
between the end of the First World War and the Nazis’ rise to power. We
will focus particularly on Berlin, coming into its own as Germany’s first true
metropolis, but will also look at Munich, another hub of cultural activity and the
site of Hitler’s early organizing activities. Among the topics to be studied may be
the increasing influence of film, radio, and the press; modernism in literature;
new impulses in art; the economic and social impact of hyperinflation and the
Great Depression; changes in the roles of women; assertion of previously taboo
gender identities; competing political ideologies; reactions to the immigration
of Jews from Eastern Europe; the emergence of proletarian mass culture; and the
observations of cultural critics such as Walter Benjamin and Siegfried Kracauer
on the world taking shape before their eyes. We will also read works set in Berlin
but written by outsiders (Isherwood and Porter).
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COL276, GELT275
Prereq: None

GRST279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact
(FYS)
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial
impact on the cultural history of Germany and beyond. Despite our sense that
we already know these texts, it is worth taking a closer look at their messages.
Deceptively simple, these little tales communicate and negotiate extraordinarily
important and complicated messages about what it means to be human, to
behave in acceptable ways, to have and control unwelcome desires, and to (be
able to) imagine a better world. We will read selected fairy tales from the Grimm
collection and other texts, investigate the historical context in which the Grimms
undertook their ambitious project, learn about ways in which scholarship has
framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and
texts of the 20th century.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GELT279F, COL279F
Prereq: None

GRST280 Work: Its History and Future
In this course, we will explore one of the fundamental concerns of human
existence: "the creation of man through human labor," as Karl Marx once
put it. Marx's interest in self-creation through work and the possibility of
overcoming all forms of alienated work is arguably at the heart of what we
imagine living well means today. For many of us, an idle life without work has
become unthinkable. We live to work and we work to live. Yet while we haveecome ever more immersed in intimate forms of immaterial labor (keeping in
touch with clients at all times, collaborating via digital platforms no matter where
we are, tackling our jobs with ceaseless enthusiasm and creativity), waged labor
has diminished and might now be thought of as a rare good. Soon the work of
truck drivers will be replaced by self-driving vehicles, and the bulk of industrial
production will be designated to robots. Automation and artificial intelligence
will increasingly restructure intellectual labor, like that of lawyers, accountants,
and data analysts, as well. What may once have been the dream of a liberated
life is now motivating a feeling of dystopian dread: Fear of losing one’s job,
of being replaceable, is an all too common feeling. The jobs that remain are
demanding but often monotonous. Moreover, deindustrialization in Western
countries has created real misery in what used to be the core zones of global
wealth accumulation—a development that right-wing populists in the United
States and in Europe have been eagerly exploiting to advance protectionist and
racist politics.
Against the social backdrop of precarious employment, stagnant wages,
deindustrialization, the rapid expansion of vast unemployed and underemployed
surplus populations, looming ecological disaster, and, crucially, the
financialization of a structurally unstable global economy that seems to have
exhausted its capacity for substantial growth in productivity, the future of
work must be interrogated with renewed urgency. In addition to reading past
and present theories of work, including some essential selections from Karl
Marx and critical theory (e.g., Lukács, Adorno, Benjamin, Kracauer), Hannah
Arendt’s response to Marx in her distinction between labor and work, as well
as recent academic work by feminists, affect theorists, and crisis theorists (e.g.,
Federici, Berlant, La Barge, Weeks, Clover), we will examine narratives and
representations of work in films by Fritz Lang, Charlie Chaplin, Laurent Cantet,
and Alexander Kluge, and literary texts by Brecht, Kafka, Dickens, Twain, Melville,
Steinbeck, and Vonnegut. These thinkers and artists will give us a foundation for
understanding the radical historical changes in the meaning of work in the past
200 years as well as its uncertain status in our immediate future.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL280
Prereq: None
GRST288 The Human Condition: Arendt, Nietzsche, Marx

"God is dead," the philosopher Friedrich Nietzsche wrote in 1882, "and we have killed him!" Nietzsche presents these words as being proclaimed by "a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly." Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live, act, and think: without divine guidance and protection (internally), encountering one another only as buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt’s magisterial THE HUMAN CONDITION (1958) and her attempt to establish three fundamental human conditions connected to the activities of labor, work, and action. From Arendt, we will proceed in reverse chronological order, first by examining Nietzsche’s critical genealogy of the human condition as having been distorted and made sick by the debilitating rationality of metaphysical first principles and Christian morality, then by investigating Marx’s attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation of human labor into an abstract power of domination over humans and, eventually, the whole planet.

Each of our three thinkers has a distinct normative concept of what constitutes an unalienated human condition, each has a distinct diagnosis of the ills of the modern human condition and its historical genesis, and each has a distinct theory of how to confront these ills. Now is the time to read them and think about, with, and against their philosophies of the human condition.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COLL295
Prereq: None

GRST290 Nietzsche - Science, Psychology, Genealogy

This course offers an intermediate survey of Friedrich Nietzsche’s mature philosophical writings. Nietzsche’s thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions—does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche’s reflections on the impact of modern science (especially the advent of Newton’s mechanical physics and Darwin’s evolutionary biology) on our conceptions of value and meaning in human life.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COLL290, PHIL252
Prereq: None

GRST301 Advanced Seminar in German Literature: Poetry as a Way of Life

"God is dead," the philosopher Friedrich Nietzsche wrote in 1882, "and we have killed him!" Nietzsche presents these words as being proclaimed by "a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly." Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live, act, and think: without divine guidance and protection (internally), encountering one another only as buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt’s magisterial THE HUMAN CONDITION (1958) and her attempt to establish three fundamental human conditions connected to the activities of labor, work, and action. From Arendt, we will proceed in reverse chronological order, first by examining Nietzsche’s critical genealogy of the human condition as having been distorted and made sick by the debilitating rationality of metaphysical first principles and Christian morality, then by investigating Marx’s attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation of human labor into an abstract power of domination over humans and, eventually, the whole planet.

Each of our three thinkers has a distinct normative concept of what constitutes an unalienated human condition, each has a distinct diagnosis of the ills of the modern human condition and its historical genesis, and each has a distinct theory of how to confront these ills. Now is the time to read them and think about, with, and against their philosophies of the human condition.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COLL295
Prereq: None

GRST302 Forward, Without Forgetting: The GDR in Literature and Film

In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, and it developed its own, equally rich, literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this "other" Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. The course also explores phenomena like the "Ostalgie" and retro-chic that manifested themselves after the Fall of the Wall in 1989. The readings include short stories, songs, and excerpts by and among others: Wolf Biermann, Johannes Becher, Günther de Bryn, Stefan Heim, Rainer Kunze, Brigitte Reimann, Claudia Rusch, Susanne Schädlich, Maxi Wander, Christa Wolf. Participants will view and discuss films and TV series produced before and after unification.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COLL291
Prereq: GRST213

GRST310 Newest German Literature

This seminar is designed to introduce students to literary texts written in the German language in the past few years. Because the texts we will read are of such recent vintage, they are not yet part of a literary canon: What their significance is and how and why we should read them is far from settled. For this reason, this seminar will fulfill a twofold task: (1) It will critically engage with some of the most cutting-edge literary writing currently being done in the German language; and (2) it will offer extensive opportunities to explore and critique how these texts deal with contemporary social issues such as the ongoing refugee crisis and the revival of nationalist and authoritarian politic, or the accelerating socio-economic inequality and disintegration of the European welfare states.

This seminar is part of a collaboration between the German Departments at Wesleyan and the University of Minnesota. Some assignments require that students collaborate with their peers at the partnering institution. The two instructors will co-teach one session at each institution.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COLL291
Prereq: None

GRST330 Nietzsche als Versucher (CLAC)
as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche's work inspired such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Réé, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Identical With: CGST290, COL287, PHIL253
Prereq: None

**GRST336 Deutschland "Multikulti": Expressions of Germany's Cultural Diversity**

That Germany is an ethnically and culturally homogenous country is a myth cultivated by the Nazis. Germany's position in the center of Europe has made its geographical and cultural identity fluid and the make-up of its population diverse at least since the Migration of Peoples (ca. 200–800 CE). Adding to the ethnic and cultural mix were influxes of Jews during the Middle Ages and later; the incursions of armies from all over Europe during the Thirty Years' War; the 17th-century immigration of French Huguenots to Prussia; the redrawing of borders after both world wars; marriages and liaisons between black GIs and German women after WWII; and, during the labor shortage that followed World War II, the arrival of guestworkers from southern and eastern Europe and Turkey, many of whom ended up staying. Refugees also came from Eastern Europe during the Soviet era and during the Bosnian War, and for certain people not motivated by political or economic oppression Germany has proved an attractive destination. In this course we will focus on works of fiction and non-fiction by immigrants or descendants of immigrants, all of whom write in German, whether as their first or second language. Among the topics we explore will be homesickness; interactions with the bureaucracy; use of and perspectives on language; questions of citizenship and identity, assimilation, and integration; cultural misunderstandings; and encounters with bigotry and xenophobia. The experiences of Afro-Germans and the most recent immigrants from the Middle East and Africa will receive particular attention.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: None

**GRST339 German Fairy Tales: Brüder Grimm and Beyond**

In this advanced-level German course, we will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century in Germany and the US. Most readings and all discussions are in German.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Prereq: None
GRST390 Romanticism-Realism-Modernism
In the study of German literature (and art), the terms romanticism, realism, and modernism designate a span of time extending from the "Age of Goethe" to the mid-20th century literary cultures of West Germany, East Germany, Austria, and Switzerland. In this seminar, we want to take a closer look at representative examples for each of the three categories: What kind of subject matters are prevalent in each respective period, what narrative, dramatic, and poetic devices and forms are typically employed? What distinguishes these periods from one another, how useful are these distinctions? What, finally, is the purpose of such periodizing of literature?

The purpose of this seminar is twofold: 1. It is intended to provide a historical overview of German literature by engaging with representative romanticist, realist, and modernist works of prose, drama, and lyric; 2. It is designed to critically probe the concepts of romanticism, realism, and modernism: How useful are these categories in making us understand the evolution of fiction, authorship and readership, literary subjectivity, or narrative form? What are some pitfalls of using these categories?

All readings, papers, and discussions will be in German.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: COL390
Prereq: None

GRST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

GRST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

GRST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

GRST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

GRST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

GRST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

GRST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

GRST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT