

GLS

Newsletter

Letter from the Chair2
 Community Connection.....3
 In the Classroom.....4-5
 Graduate Student Focus6
 Faculty Focus7
 Dutch Studies8
 Scandinavian Studies9
 Congratulations Graduates.....10
 Staying Connected11





Letter from the Chair

Dear Friends,

In the quiet heat of summer, as most of our students and faculty are pursuing their study and research independently, it is a pleasure to look back upon the last year in the Department. There were many highlights of the year, too many to mention in one short letter, but receiving (for the third time!) the U-M student government's Department of Excellence prize for outstanding service to our undergraduates was a very special moment. Every faculty member, lecturer, graduate student instructor and staff member of the Department has contributed to this recognition in their own way, although the tireless efforts for the undergraduates by coordinators and advisors Hartmut Rastalsky, Kalli Federhofer, and Andrew Mills have been especially important. Special thanks also go to our outgoing Associate Chair Kader Konuk, who has done so much for both the graduate and undergraduate programs in her year of service. She will be missed! Our new Associate Chair will be Kerstin Barndt, who is returning from a year of leave to take the reins.

In a college-wide survey of study abroad programs, the administration found Germanic Languages and Literatures way ahead of the pack in terms of student satisfaction and program success. We were thrilled to learn of the President's extension of her donor challenge, which promises 50 cents of president's discretionary funds on each new dollar donors pledge to our abroad programs. These funds have supported student participation in our programs abroad such as Freiburg and Tübingen.

Our active faculty have received many honors and recognitions, and their publications have been too numerous to repeat here, although we do try to keep you updated with regular news updates on the website. Andreas Gailus, Johannes von Moltke, and Silke Weineck have all received Associate Professor Support Fund awards to cover research expenses for their ongoing projects. We congratulate them and salute the College of Literature, Science, and the Arts and the University of Michigan for initiating this important research program in a period of constricting resources. Our faculty continue to receive national and international recognition for their work. Johannes von Moltke and Kerstin Barndt have returned from Germany on work supported by the Humboldt Foundation and the German Academic Exchange Service; Vanessa Agnew has been awarded a visiting fellowship in the School of Humanities at Griffith University, Brisbane, Australia; Andreas Gailus and Silke Weineck will be supported by Michigan Humanities Awards in the coming year; my predecessor Julia Hell is completing her year at the university's Humanities Institute, where she has completed her exciting new monograph, *Ruingazing: The Third Reich and the Fall of Rome*; Helmut Puff has been in Wolfenbüttel on a prestigious fellowship at the Herzog August Bibliothek, and has in turn completed his book project *Miniature Monuments: Modeling Destruction and German History*. This year saw the publication of several books by our faculty: Kader Konuk's *East West Mimesis: Auerbach in Turkey* came out in late 2010 and has already received much acclaim; Andy Markovits published not one but two books, one in German: *Sport: Motor und Impulssystem für Emanzipation und Diskriminierung*, as well as *Gaming the World: How Sports Are Reshaping Global Politics and Culture*, co-authored with Lars Rensmann. George Steinmetz completes his term on the Executive Committee of the College, and will embark on research leave under the auspices of a prestigious National Endowment of the Humanities individual grant.

We are pleased to welcome a new, tenured faculty member to the Department, Associate Professor Peter Mclsaac, who joins us from York University. Professor Mclsaac's specialization is in contemporary German visual culture and collection practices, as demonstrated in his beautiful volume *Museums of the Mind: German Modernity and the Dynamics of Collecting*. We are pleased to share his appointment with the university's Program in Museum Studies.

Our graduate students continue to win external and internal fellowships, grants, and prizes, as we announce regularly—too many to list again here. One I should single out for attention is the receipt by Seth Howes of a coveted Rackham Graduate Student Instructor award. Again this competitive award comes to a German Department instructor, not least because of the tireless and brilliant efforts of language coordinator Hartmut Rastalsky.

As my letter goes to press, word has reached us of the passing of one of our esteemed emeritus faculty members, Prof. Hans Fabian, on July 10th. We will include a tribute to Prof. Fabian and report on his memorial service in our Fall issue.

Here's to wishing you all an easy and happy late summer, we look forward to meeting in the Department again in the Fall!

A handwritten signature in black ink, appearing to read 'Scott Spector'.

Scott Spector [spec@umich.edu]

www.lsa.umich.edu/german

Community Connection

Pigeon School District Launches German Language Program

An amazing thing is happening at Laker Schools in Pigeon, Michigan. A generous donor has allowed a German language teaching position to be created. Now, at the end of its first year, teacher Jason Whittier talks about how it's going.

Tell us (our readers) about yourself. What drew you to this position? I graduated from the University of Georgia (2010), and wanted a position that would allow me to create a program from the ground up. And this is it! I developed curriculum for 3 sections of 8th grade German and 2 sessions for high school students. I started at Laker Schools in August.

At Georgia, I was president of my Foreign Language Club and traveled to Germany several times. Throughout the process of interviewing with Pigeon schools, I think it was pretty clear that I love German language and teaching.

It must be difficult to begin a program from scratch. How did you approach this? This is a brand-new program, so it is a bit of a struggle, but the flexibility and innovation that it affords me is a worthwhile trade. This region has a strong German heritage and there is great interest in the German language.

During the summer we sent letters and email, put the notice on our website and made public announcements. Students began enrolling right away.

Tell us about your students. There are more than 120 students enrolled in my classes; 70 8th grade students and 56 high school students. Next year, I plan to add German II, and expect enrollment to go up accordingly.

I use innovative techniques with my students. I incorporate partner work, activities, film clips, and games for review. I like to mix it up, varying

the activities frequently so the students don't get overwhelmed and I get to discover their learning style—playing off their strengths.

My students have also started a German Club. Several are consistently active, and others attend when they can. We developed activities to reach out into the community and between the middle school and high school. For example, the high school students hosted a dance party for 8th grade students. It was a blast! It was a techno theme and I received a lot of positive feedback from the students.

For the fall we are planning an Oktoberfest for the whole community. This is a part of our ongoing fundraising efforts. There's been such a positive response for our German language program, we all hope that it will continue to grow.

I look forward to seeing everyone at Oktoberfest!

Laker High School
German I class.
Instructor Jason Whittier
is on the far right.



Sturm Scholarship Internship Reports

Our department has one of the most successful German internship programs at an American University. Our students are strongly encouraged to participate in a program abroad during their course of study. An internship provides valuable work experience as well as cultural and language enhancement. Through the generosity of the Sturm Endowment Scholarship, two students were able to participate in internships abroad in 2010. Below are excerpts from their experience.

Amy Gros, Sturm Endowment Scholarship Recipient, 2010

This internship was a great experience because it allowed me to apply the skills I have been learning throughout college, in both German and engineering, to a real job. It gave me the confidence of knowing that I am capable of applying my abilities in not only the classroom, but also in an engineering occupation. I learned a great deal about myself personally, and that I am able to live on my own in a foreign country, although I did have a great deal of assistance from those around me. [...]

I really enjoyed the time I was able to spend not only gaining experience in my future career field, but also being able to practice and improve my communication skills in a language that I have always enjoyed studying. It is an experience I feel I learned a great deal from and will never forget.

Thank you so much to my parents, the German department, all of my German professors, and especially Mr. and Mrs. Sturm for affording me this amazing opportunity, which is more than just an asset to my future career endeavors but was also a life lesson.

Jessica Roossien, Sturm Endowment Scholarship Recipient, 2010

For three months, I was truly a princess. I lived in a castle, had grand adventures in the city of Salzburg, met individuals from exotic countries, and made friends with people very different from myself.



The ability to travel to Salzburg and encounter such a variety of individuals has truly given me depth and insight in communicating with and understanding others. Passion for people and the care of patients

was evident throughout the summer and made me enthusiastic to begin my own career as a nurse.

All of this of course, would not have been possible without the generosity and opportunity provided by all involved in supporting the American Austrian Foundation. For this I am so grateful and pray that other students will have the opportunity to experience the life changing and life challenging experience that I have been blessed with.

Brains & Eyeballs! Dissecting the German History of Science

Lab coats and test tubes required! Associate Professor Vanessa Agnew designed this course to examine important scientific discoveries and debates in eighteenth- and nineteenth-century German science.

Course texts included Goethe's writings on color theory, comparative osteology, and the idea of the *Urpflanze*, Alexander von Humboldt on animal electricity and biogeography, and Gregor Mendel on plant hybridization. The readings were supplemented by texts by historians of science, including Simon Schaffer, Steven Shapin, Lorraine Daston, Otto Sibum, and others.

During the semester students reenacted scientific

demonstrations and tested theories through experimentation. They dissected brains and cow eyes, grew seeds, constructed lightboxes, compared animal skulls at the Natural History Museum, and toured the human plastination lab. These activities provided students with a unique opportunity to understand the history behind the science and the science behind the history. The course, which satisfies requirements for German, the Honors Program, and the Science, Technology & Society Program, will be offered again in the Fall. Follow their adventures in the history of science on the class blog: <http://historyofgermanscience.blogspot.com>.



Associate Professor Agnew (center) working with German 449 students in the lab

Adding Faust to the Curriculum

With the addition of "Germany Rocks," a class on the history of German rock music, to the curriculum, undergraduates have the opportunity to finish their degrees with an appreciation for German rock from the 50's to the present that exceeds that of many Germans.

Experimental Krautrock of the early 70's, path-breaking electronic music, and the political punk music of both East and West Germany. These are just a few of the movements about which students learn in this class, which instructor David Choberka says is as much a history of contemporary Germany through rock music as it is a history of the music itself. Dr. Choberka finds that the music and the tendency toward critical song texts in German rock make the history more accessible, relevant, and present to the students. The class concentrates on this critical engagement with politics, culture, and the conditions of modern life, and delineates how German rock contributed a modernist aesthetic and mode of cultural criticism to the American and British dominated global rock culture. Most importantly, the class provides students with a wide

array of contemporary German cultural reference points which, when they go abroad, translates into a degree of cultural literacy that makes it easier for them to navigate German culture.

Dr. Choberka designed Germany Rocks with the idea that engagement with texts set to music is an excellent tool for language-learning. The exercise of learning and repeating song texts allows the students to work at once on comprehension, vocabulary, pronunciation, and general fluency and confidence. The class includes a weekly lip-sync video assignment, for which each student selects a song from the class and make a video of themselves lip-syncing along with the recording. The assignment has been especially useful for refining pronunciation and diction, and the students have a great deal of fun with the assignment.

Whether it's Goethe's *Faust* or the experimental Hamburg rock band Faust, the German program's students and graduates come prepared for the discussion and ready to distinguish themselves with their breadth of interest and knowledge.

Michael André accepts Assistant Professor Position

Michael André completed his Ph.D in Germanic Languages and Literatures in September 2010 and spent the 2010-2011 academic year lecturing in German while also actively searching for his first post-graduate position. After over 40 applications and six interviews, he was successful: in early April he signed a contract for a renewable Visiting Assistant Professorship in German at the University of Arkansas in Fayetteville. Michael will teach Advanced German language courses designed to prepare students for Goethe Institute

proficiency testing, and also a survey course on German Drama. He will also oversee the Arkansas chapter of the Delta Phi Alpha National German Honorary Society, and he hopes to be involved in departmental and university curricular and committee work. His research on German Classicism continues, including work on an article and a presentation at the 2011 German Studies Association, and a course on German Classicism in Spring 2012.



Three Received Rackham Pre-Doctorate Fellowships

Congratulations to Solveig Heinz, Seth Howes and Simon Walsh who received Rackham Predoctoral Fellowships for 2011-12. Competing against a strong pool of applicants, our graduate students won three of the twenty-odd fellowships—a record for the German Department and a great accomplishment within Rackham. Solveig's dissertation on Strauss and Hofmannsthal's operas argues that the operas are representative of a new soundscape which echoed the possibilities and challenges posed by modern urban life. Seth's project deals with

punk rock in East Germany and proposes that understanding punk culture helps us understand the final years of German state socialism. Simon's dissertation examines post-World War II Austrian literature in light of Austria's reputation as a "land of music," arguing that invoking music served to clean up the country's national image and contributed to its failure to confront its National Socialist past. Solveig, Seth and Simon will use their fellowships to complete their dissertations.



Graduate Student Conference

In November 2010, the German graduate students hosted their 2nd biannual conference; "Gefühlswelten: Affect, Culture, Community." The conference considered the importance of the humanities' "affective turn" within the German historical, social and cultural context, exploring the power of emotions and testing the limits of affect as an analytical tool. Professor Claudia Breger's (Indiana University) keynote, "'Storytelling With a Tender Touch': Affect and Community in Fatih Akin's *Auf der anderen Seite*?" set the tone for the graduate student panels the following day. Breger spoke on the relationship between place,

By Ariana Orozco

filmic space and the creation of affective ties to an imagined homeland between Turkey and Germany. Breger's talk was attended by students and faculty from various university departments, including English, Slavic Languages and Literatures, History of Art, and Comparative Literature. The Friday sessions' audience also included graduate students from Michigan State University.

Four panels were convened: Sites/Sights of Affect, (Un)wanted Affects, Embodied Affects, Ambivalent

Continued on back page

Kathleen Canning

Kathleen Canning has been teaching German and European history at the University of Michigan since 1988. She received her M.A. in History at the Karl-Ruprechts-Universität in Heidelberg and completed her PhD at Johns Hopkins University. Canning holds a joint appointment as Professor in History, German and Women's Studies, a combination that reflects her interdisciplinary interests and intellectual engagements in the realms of research, teaching, and mentoring. A pioneer in the study of gender and women in German history, her first book, *Languages of Labor and Gender: Female Factory Work in Germany, 1850-1914* (Cornell University Press, 1996), uncovered the conflicts over female labor that were intrinsic to Germany's industrial transformation. This publication received the Central European History Book Prize. More recently Canning has turned her attention to the history of the First World War and the Weimar Republic. She is currently writing a new book, *Citizenship and Gender in the Aftermath of War and Revolution* and recently co-edited an essay collection, *Weimar Subjects/Weimar Publics: Rethinking the Political Culture of Germany in the 1920s* (Berghahn, 2010), with Professor Kerstin Barndt of the German Department and historian Kristin McGuire.

Kathleen Canning was named an Arthur F. Thurnau Professor for her outstanding contributions to undergraduate education in 1996. With colleagues in German she regularly co-teaches the very popular interdisciplinary undergraduate course, "The Origins of Nazism" (History/German 322), which she and Scott Spector designed in the late 1990s and which has enrolled between 200 and 300 students in most years since. She teaches undergraduate writing seminars that explore topics such as the politics of memory in the aftermath of world war and Holocaust and lecture courses in the history of nineteenth and twentieth-century Germany. Canning was featured in *Newsweek's* 2009 fall

college guide as one of the nation's best professors. She approaches her undergraduate teaching as an intellectual project that is deeply connected to her own research and writing. In her courses she encourages students to position themselves in historical settings such as Germany's aims in the First World War; the flawed process of founding Weimar democracy and its disastrous collapse; the consent/dissent of average citizens in the Third Reich; and the relationship of annihilative war and the Holocaust in the years 1939-45. Students are challenged to hone their skills as critical readers and analytical writers in developing their own standpoints on the historical debates these events have engendered. As a graduate teacher and mentor, Canning has chaired/co-chaired some 25 dissertations in German and European history, while serving as reader on many other dissertation committees in several disciplines. She has also been involved in developing graduate courses in modern European history of gender, body and sexuality and in the teaching of courses on pedagogy in history to graduate student instructors.

Over the past years Kathleen Canning has maintained close ties to Germany and to the advancement of German Studies at Michigan. In addition to her fellowship at the Freiburg Institute for Advanced Studies last year, she directed the Academic Year in Freiburg Program (a Study Abroad Program in which the U-M participates) in 1999-2000 and 2002-03, which enrolled fifty students from U-M and other Midwestern universities for study at the Albert-Ludwigs University in Freiburg. She regularly attends conferences and presents her work at German universities. In recent years she has also served as a reviewer for the ongoing "Excellence Initiative," a competition among German universities for the status of "excellence," which is accompanied by significant financial support from the federal government.

Canning holds a joint appointment as Professor in History, German and Women's Studies, a combination that reflects her interdisciplinary interests and intellectual engagements in the realms of research, teaching, and mentoring.



Read more about Professor Canning's research and publications online at www.lsa.umich.edu/german/faculty



Dutch Studies

The Exotic Flavors of Dutch

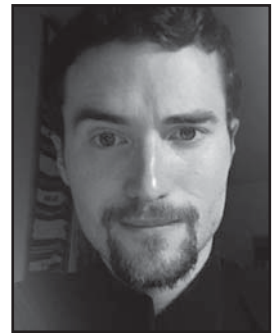
By Ton Broos

It is not widely known that Dutch and Flemish Studies has a worldwide appeal and is an indispensable source for researchers, both East and West (and South). Although colonial powers have for several decades been bashful about their presence in many countries, it cannot be denied that there has been an enormous impact on the history of the areas that were once regarded as part of the Netherlands and Belgium. Our department is proving to be on the forefront when it comes to helping students with their research in different exotic sources. This year we proudly present three graduate students who introduce themselves below:

Stewart Strange: I am a doctoral student in anthropology. I have been working in Suriname since 2007 on ritual interaction between Afro-Surinamese Shamans and Hindu clients. Dutch is critical for my studies, being both Suriname's national language and a key code of interethnic communication. Dutch is absolutely necessary in Surinamese life as the language of information and entertainment, and a critical element is establishing Suriname's unique national identity. The Netherlands remains a defining influence in contemporary Surinamese life, enjoying close connections through the large Surinamese community in the Netherlands and to a shared linguistic patrimony. Studying Dutch has allowed me unique access to the fascinating complexities of one of the world's most diverse nations and to a rich history and literature that are unfortunately not well known and under appreciated.

Dan Birchok: I am a graduate student in Anthropology and History studying Islamic practice in Aceh, Indonesia. I am currently writing my dissertation, which I hope to finish next year. My project focuses on Islamic practice and the social significance of place. I am interested in how particular regions and provinces in Indonesia have come to be thought of by many Indonesians as having a special relationship to certain kinds of religious and moral practices, as well as the ways in which religious and moral practices are used to transform the meanings and qualities of places on a much smaller scale (for example, within villages). Because much of what I am studying can be traced to the late-colonial period, my interest in Dutch language lies in learning to read colonial-era documents from and about the Dutch East Indies.

Joshua Schlachet: My independent study project, which stems from my summer research at the Museum Volkenkunde in Leiden, focuses on historical styles of Dutch ethnographic collecting in Japan. I am interested in exploring the significance of Japan for the Netherlands in the early 19th century, especially the ways in which Japanese ethnographic miniatures amassed on the Dutch trading post of Dejima may have contributed to issues of Dutch sovereignty. Because this project includes sources in Japanese, Dutch and English, studying the Dutch language has been central in learning to work with the necessary primary documents. I would like to thank the Dutch program at the University of Michigan for recognizing the importance of thinking beyond the conventional borders of area studies and supporting me throughout this project.



Scandinavian Studies

Scandinavian Update

By Johanna Eriksson

The Scandinavian Program at the University of Michigan has had a great academic year. We are delighted to boast that we had full first- and second-year Swedish courses. Moreover, eight motivated and talented students enrolled in third-year Swedish. Following are more highlights:

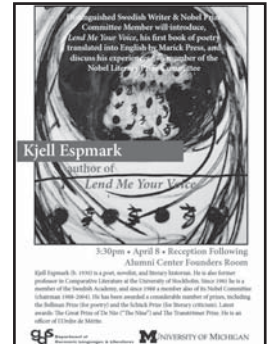
- Thanks to a generous grant from Barbro Osher's Pro Suecia Foundation, we were able to invite Professor David Östlund from Sweden to teach a course on the history of the Swedish Welfare Model during the Winter semester.
- The department's long-term goal is to secure funding so that we may offer a specialized course on Scandinavia that is taught in English on a regular basis. Professor Östlund's residence was a marvelous demonstration of the great impact that such a course can have.
- We continue our collaboration with Campeon Frigymnasium in Helsingborg, and had a wonderful study trip during spring break. For most students, this was their first trip to Sweden; for others, this was their first trip outside of the U.S. This collaboration provides a unique experience for students to participate in everyday Swedish life. Students are hosted by Swedish families, take part in schoolwork, and explore several cities, small towns and the countryside of south Sweden.
- On April 8th, the well attended Signe Karlström Event hosted Professor Kjell Espmark. He is a member of the Swedish Academy and its Nobel Prize Committee. Professor Espmark introduced, *Lend Me Your Voice*, his first book of poetry translated into English and discussed his experiences as a member of the Nobel Literary Prize Committee. Espmark was also a guest speaker in the third-year Swedish class.

- The Annual Signe Karlström Event provides an opportunity to showcase Swedish culture. It also attracts students and members of the community, which is a priority for our program. In the Fall of 2011, we plan to present tenor Mats Carlsson, in collaboration with the Jenny Lind Club and SWEA Michigan.

A number of students are planning to study or work in Sweden this summer:

- Second-year Swedish students Meredith Westerlund, Alex Redman and Britta Roosendahl will spend six weeks at Uppsala International Summer Session. This program combines intensive language studies with interesting weekend trips through Scandinavia.
- Two students have secured summer internships in Sweden: Second-year Swedish student Collin Wassell, who is majoring in composition at the School of Music, will spend the summer at Drottningholms Slottsteater, an authentic 18th century theater near the city of Stockholm. Andrew Tuck, another Music student, and Third-year Swedish student who is minoring in Scandinavian studies, will work as an actor at Fredriksdals friluftsmuseum in Helsingborg.
- Scott Templin (B.A. '11) has applied for a Fulbright grant to study immigration and integration in Sweden for the next academic year.

We continue to pursue our goal of providing all students who are interested in studying or working in Sweden with funding to cover the extra expenses that may prevent them from traveling abroad. If you are interested in helping us reach this goal, please contact me at johannae@umich.edu. *Thank you and have a great summer!*



Images from Kjell Espmark's presentation for the Signe Karlström Event (top) and David Ostlund's course flier (bottom)

Congratulations Graduates



Michael André, Ph.D. His dissertation is titled, "Weimar Classicism and the Image of Historical Time"



Jeffrey Luppés, Ph.D. His dissertation is titled, "To Our Dead: Local Expellee Monuments and the Contestation of German Postwar Memory"



Kathryn Bauss Steinbock, Ph.D. Her dissertation is titled, "Crisis and Classification: Photographic Portrait Typologies in Early 20th-Century Germany"

Congratulations to Our Graduate Students



Concentrators

Brian James Alkire*
 Sean Kevin Asselin
 Alexandra Sarah Banks
 Katie Fay Behrmann
 Dana Renee Beuschel
 Maraia Bonsignore
 William Joseph Bradley
 Amalia Briggs
 Carl Robert Burhop*
 Balin Aja Bailey Carter
 David Byron Chapel
 Riley James Cunningham

Taylor Marissa Deraedt
 Natalie Selma Eisermann
 Emilie Elizabeth Enz
 Joseph Robert Feldpausch
 Eric Daniel Finegood
 Andrew Patrick Folster
 Lindsay Nicole Harmon
 Devin Elizabeth Harte
 Melissa Renee Hock
 Jennifer Joyce Howard
 Paul Daniel Kaser
 Derek Robert Kauserud

Norah Elizabeth Kelly
 Teresa Ann Kilmer
 Gabriele Kuschmann
 Kristin Ann Lang
 DoréProvidencia Linton
 Erica Lynn Macke
 Neil Nicholas Matouka
 Helen Celeste Merenda
 Eric Ray Nelson
 Sean Thomas Niemisto
 Lauren Stephanie Palmer
 Ronald Quinn Perkins, Jr.

Bryan William Plegue
 Nerma Pozderac
 Alyssa Marie Putich
 Andrew Mitchell Rinek
 Alyson Jane Schramm
 Kimberly N. Schroeder
 Jessica Lynn Schwartz
 Samuel A. Shingledecker*
 Joseph Steven Sicheneder
 Claire Alysse Sloma
 Charles F. Steffens II
 Meghan Kathleen Strapec

Denise Louise Thompson
 Brandon C. Thornton
 Ben Taylor Throesch*
 Anne E Traynor*
 Ryan Peyton Tyler
 Katrin Juliane Vetter
 Caroline Jean Whitaker
 Jacob Charles Williams
 Alexander Lamberti Wood
 Dadong Yan*

**Honors Program Student*



Minors

Daniel P. Anderson, Jr.
 John Matthew Balch
 Tallak Carmen Behm
 Gregory Thomas Briley
 Joshua Michael Brittain
 Alyssa Michelle Chambo
 Peter Mason Ciaverilla
 Emily Rowe Coppess
 Michael Arthur Corrigan
 Paul Philip Daniels

Martha Elyse Everett
 Maximilian Robert Florka
 Christina Lee Garmon
 Daniel J.R. Gottlander
 John Peabody Gray Jr
 Amy Elizabeth Gros
 Steven Kenneth Hoesli
 Kevin C. Huang
 Kimberly Nicole Hunter
 Andrew James Jessop

Agnes Ann Kucharski
 Eun Young Lee
 Maya Marie Lindemann
 Jay Clifford Lonski
 Valencia Danice Lyle
 Maureen Elizabeth Maier
 Colin A. B. Maloney
 Ryan Paul Masluk
 Erin Kelly McElhenie
 Ryan Thomas McKown

Mikita S. Navitski
 Joslyn Diane Neal
 William Ng
 Katherine Anne Nolan
 Kaela J. D. Parnicky
 Lee Michael Quackenbush
 Matthew Joseph Quirk
 David Scott Rhine
 Debora Carina Schaffa
 Kevin Patrick Schalte

Bryan Elliott Sharkey
 Anita Susi Sidler
 Stephanie Ann Snyder
 Kristy Leigh Tank
 Holly C. Tederington
 Dylan Matthew Vollans
 Lauren E. Wisniewski
 Jeeyoung Yoon

Staying Connected

Fulbright Year: Marie Greenman ('10) and Daniel Hefflebower ('10)

By Marie Greenman

In the fabulously lively German media capital of Köln, I find myself constantly on the go, hopping from brunch-date to coffee-date, choir rehearsal to yoga class, and university lecture to dinner with friends. Köln, known for its friendly residents and relaxed atmosphere, is easily called home. Despite having moved to here just about nine months ago, I already consider myself a kölsches Mädchen.

As a Fulbright grantee, I work as an English teaching assistant at the Gymnasium am Turmhof in the tiny village of Mechernich, North Rhine-Westphalia. Every weekday morning, I sprint to my carpool at 6 AM to make the hour-long drive from Köln to Mechernich. I team-teach English language and American culture with a group of enthusiastic colleagues for grades 5, 7, 8, 11, and 12. Through both my time in the classroom and chaperoning a number of school field trips, including a weeklong exchange to England and a ski trip to Austria, I have built meaningful friendships with the staff and students at Gymnasium am Turmhof.



Before embarking on my adventure abroad, I imagined my Fulbright year would be a grand intellectual experiment in intercultural exchange. While this

has proven to be a part of my experience, I have learned that debating politics and discussing international affairs are not the only means with by which transatlantic relations are fostered. Personal connections are a necessary part of the equation, and cultural bridges may be built by simply gossiping about the latest episode of "Germany's Next Top Model" over a cup of coffee and slice of German cake.

Surrounded by interesting people and delicious glasses of Köln's beloved Kölsch beer, I have had the privilege of spending my year as a Fulbright grantee exchanging ideas, creating memories with new friends, and discovering the importance of maintaining the unique German-American relationship.

By Daniel Hefflebower

It's hard to believe that it's already been one short year since graduation. I'll be the first to admit that I've found myself missing the 'U' and Ann Arbor a few times since leaving, but I couldn't be happier living in Cottbus and working as an English Teaching Assistant on a Fulbright Scholarship. It has been an absolute joy working with the students of Pückler-Gymnasium. All the students from the 5th grade to the 13th grade have been extremely enthusiastic to learn and converse with me as well as hear from me about life in the USA. What's more these kids and young adults have educated and encouraged me so that I am now confident to pursue an education to become an English and history teacher here in Germany.

The best and most rewarding part of the Fulbright ETA program has to be the opportunity to connect your school with your hometown in the USA. Since September I have been organizing pen-pal correspondence between the 5th and 6th graders from Pückler and the 5th graders from the elementary school I attended. At the end of April while I was home on a short vacation I arranged for the classes to Skype with one another. If these students



weren't enthusiastic about learning a foreign language before this year, I can tell you for sure that they are now. My hope is in seven years the German Department will have 55 new concentrators from Whiteford High School alone.

To wrap up, I'd like to say one big "Thank you!" to the entire German Department for having prepared me to participate in this experience and a hearty "Congratulations!" upon receiving the LSA Student Government Department Award of Excellence.

Alles Gute und bis dann!

The Department of Germanic Languages & Literatures

812 E. Washington St., 3110 MLB
Ann Arbor, MI 48109-1275
(734) 764-8018 • www.lsa.umich.edu/german

Chair: Scott Spector

Asst. Editor & Layout: Rachele Grubb

The Regents of The University of Michigan

Julia Donovan Darlow	Andrew C. Richner
Laurence B. Deitch	S. Martin Taylor
Denise Ilitch	Katherine E. White
Olivia P. Maynard	Mary Sue Coleman
Andrea Fischer Newman	(ex officio)

First Huron High Scholarship Awarded

Erik Ljungman, a 2011 Huron High graduate has been selected as the first recipient of the recently announced Huron High Scholarship. Erik will begin his freshman year at the U-M this fall.

The fund will award an annual \$1,000 one-time scholarship to a selected graduate of Huron High School who studied German for at least one year at Huron High and then completes at least two semesters of German language with a grade of C or better at the U-M.

Graduate Student Conference

Affects. Contributing panelists came in from Germany—from Bamberg, and from the Cluster Languages of Emotion at the Freie Universität in Berlin—as well as from Massachusetts, Maryland, Illinois and Ohio. GDS graduate students Jennie Cain, Elizabeth Nijdam, Nic Heckner, and Kathryn Sederberg, as well as department lecturer Ramona Uritescu-Lombard, also presented on their work. Panels lasted an hour and half and included lively question and answer sessions; one presentation even broke the fourth wall of the conference, when presenter Tara Beaney, during her talk on Yoko Tawada, drew the audience in by sharing some candy!

continued from page 6

The event was made possible by generous sponsorship from the Department of Germanic Languages & Literatures; the Institute for the Humanities; the International Institute; Center for European Studies–European Union Center (CES-EUC); the Department of Screen Arts and Cultures; the Museum Studies Program; History of Art; the Department of Comparative Literature; and the Department of History. Planning for the conference began under the guidance of Vanessa Agnew during the GDS Colloquium in Winter 2010. This conference could not have happened without all the hard work and support from the 2008 conference organizers—Sara Jackson, Seth Howes and Michael André. Deepest gratitude to our colleagues.