

German Studies



Fall 2009, Volume 4, Number 1

Message from the Chair



Hiram Maxim

This year's newsletter comes to you later than in previous years, but we are no less proud of our accomplishments. The undergraduate program continued to prosper, having recorded its highest enrollment figures in recent memory. In May 2009 the department was particularly proud of the eighteen seniors who graduated with either a major or minor in German. Three of them—Jonathan Jackson, Sarah Richards, and Andrew Shoenig—received prestigious Fulbright Teaching Assistantships to teach English in the German-speaking world.

A highpoint of the undergraduate program was the implementation of a fully revised first-year course that represented the first step in the larger reform of the undergraduate curriculum. Another integral part of the undergraduate program is the Fulbright Teaching Assistant. This past year, this position was filled by Kristina Gugerbauer, who masterfully organized the extracurricular calendar of events and coordinated the tutoring program for first-year German.

The department was also pleased that its summer program in Vienna took place for the thirty-fifth year in a row. Thanks to the generosity of the Max Kade Foundation, the department was able to offer scholarships to four deserving students to participate in the Vienna program for the second year in a row. The department's commitment to its undergraduate pro-

gram and students can also be measured by two teaching-related awards granted to departmental faculty. Erik Butler received the Emory College Language Center (ECLC) Curriculum Development Award, and Marianne Lancaster received the ECLC Distinguished Teaching Award. Another important contributor to the success of the undergraduate program was the departmental staff, Silke Delamare and Marion Hughes, who managed well the day-to-day operations of the department.

The success of the undergraduate program coincided with the impressive scholarly activity of the department's faculty. During the last academic year, there were nine different faculty book projects that were either just published, under review, or under way. Other evidence of excellence was Caroline Schaumann's promotion to associate professor. The faculty also was active at national and international meetings. One such meeting, the annual convention of the Modern Austrian Language and Culture Association, took place on campus in April 2009 and was wonderfully organized by Maximilian Aue.

The department also continued to reach out to the larger Atlanta community, thanks in large part to the work of the Advisory Council. In particular, we thank the council for its generous support of this newsletter.

As I look back on my one-year term as interim, I thank everyone who made the 2008–2009 academic year a success.

Hiram Maxim
Associate Professor of German
Interim Chair, 2008–2009

Newsletter of the
Department of
German Studies
at Emory University

IN THIS ISSUE

- Faculty News
- Department Announcements
- Student and Alumni News
- Vienna Study-Abroad Program

The printing of this newsletter was made possible by the generous support of the German Studies Advisory Council.



Faculty News



Eric Butler completed a volume of translations by the Soviet Jewish author Der Nister and won the Emory College Language Center Curriculum Development Award to fund the preparation of Yiddish for Advanced Learners of German. He delivered talks at

Oxford University and in New York regarding Jewish strategies of self-concealment and survival in nineteenth- and twentieth-century Germany. He also spoke about Jonathan Littell's controversial novel *Les Bienveillantes* at the University of Kentucky–Lexington. His first book, *Political Vampires*, has been published.



Peter Höyng enjoyed pursuing his academic research during his sabbatical year. He worked on a re-reading of Peter Szondi's classic *Theorie des modernen Dramas* and his translation of Hugo Bettauer's transnational novel *Das blaue Mal*. He mainly focused, however, on the

long-term project of examining Beethoven as a reader. In this regard, he authored two essays: first, examining the relationship between the author Franz Grillparzer and Beethoven, and their failed opera project titled *Melusina*; second, analyzing Stanley Kubrick's reading of Beethoven's *Ninth Symphony* in *A Clockwork Orange*, the findings for which he published in *Goethe Yearbook*, vol. 17. He also started his book manuscript, pursuing part of the research in Vienna.



In fall 2008 **Marianne Lancaster** taught German 101 under the revised curriculum, continued teaching Business German, mentored this year's teaching assistant—Kristina Gugerbauer—and coordinated the tutors for the first-year classes. During spring 2009 she

was on medical leave, but still managed to give the yearly exam for the certificate *Deutsch für den Beruf*. The Emory College Language Center honored her in April with the foreign language teachers' Excellence in Teaching Award in recognition of her exceptional devotion to her students and the profession, and tremendous leadership and contributions to the language community at Emory.



Hiram Maxim worked with two other colleagues to complete a monograph on second-language writing development at the collegiate level. Their work will appear as part of the *Modern Language Journal's* new monograph series. He also had two articles in

peer-reviewed publications, one on genre-based approaches to writing development and one on the role of language in collegiate foreign-language education. In addition, he gave presentations about his work on second-language writing at the World Congress of Applied Linguistics in Essen, Germany, and at the annual meeting of the American Association of Applied Linguistics in Denver, Colorado.



Caroline Schaumann was promoted to associate professor with tenure in April 2009. As part of the European Studies Seminar 2008–2009, Schaumann gave a presentation on Alexander von Humboldt, and her article “Who Measures the World? Alexander

von Humboldt's Chimborazo Climb in the Literary Imagination” is forthcoming in the *German Quarterly*. Schaumann gave a reading from her book *Memory Matters* for the Emory Life of the Mind Lecture Series and gave presentations at several national conferences. Her article on women's wartime suffering appeared in the volume *Germans as Victims*, and an article on generational literature is forthcoming in *Generational Shifts in Contemporary German Culture*. Schaumann also received an Emory College Research Grant for research in Berlin during her sabbatical leave in spring 2010.



For **Miriam Udel**, October 2008 saw the publication of a festschrift in honor of Ruth Wisse, which included Udel's “Seductions and Disputations: Pseudo-Dialogues in the Fiction of Isaac Bashevis Singer.” She also participated in two scholarly gatherings in Jewish studies.

One was a day-long seminar with Columbia's scholar of Yiddish and Hebrew literature Dan Miron, held at the University of Florida's Center for Jewish Studies. The other was the American Academy of Jewish Research Early Career Workshop, for which twelve nontenured faculty were selected from around the world. Held at the Graduate Theological Union in May, the seminar was designed to advance young scholars' research and pedagogy. Each participant presented a brief paper and a course syllabus. Udel was also delighted to be able to participate in the Modern Austrian Literature and Culture Organization symposium held on campus by chairing a panel on Austrian-Jewish postwar writing.



James Van Horn Melton taught a new course, *Mozart's World* (German Studies 460), which he plans to give again in spring 2010. He also published “Otto Brunner und die ideologischen Ursprünge von Begriffsgeschichte” in *Reinhart Koselleck. Kontingenz und die*

Rekonstruktion des historischen Modernitätsbewusstseins, Hans Joas and Peter Vogt, eds., and “New Perspectives on Germans in the Atlantic World,” in *New Perspectives on Eighteenth-Century Germany*, Mary Lindemann, ed. (special forum on high German, summer 2009).



Erdmann Waniek continued with his work on two book projects, on wedding journeys and on Fontane. Part of his leave in the spring term was spent in Berlin making use of the Fontane-Archiv.

Yiddish at Emory

Miriam Udel

During spring 2009 Yiddish literature and culture courses were offered at Emory. The literature course, focused on the figure of the modern Jewish hero, met a writing requirement and attracted students from a variety of cultural and intellectual backgrounds. The culture course, *Yiddish and the City*, considered the early-twentieth-century Jewish experience in New York City. Students read novels written in English and translated from Yiddish, poetry in translation, and a contemporaneous newspaper column from the *Yiddish Forward* that guided new immigrants in the manners and mores of their new land. They also watched films that depict Yiddish-speaking life in New York. A highlight of the semester was

an evening with filmmaker Pearl Gluck, during which the resident artist screened her documentary film *Williamsburg* and took questions from the audience. The event was a lively mix of about seventy students, faculty, and community members.

In fall 2009, the Yiddish language cycle began again with Yiddish 101; once again, instruction took place entirely in Yiddish from the first day. A freshman seminar called *Hope and Despair in Yiddish Literature* was also offered. The course provided an introduction to the fiction of Sholem Aleichem and Isaac Bashevis Singer, two towering figures at either end of the brief lifespan of the modern Yiddish novel.

Memories of a Teaching Assistant

Kristina Gugerbauer

When I arrived as a Fulbright Teaching Assistant, I had a goal: to share my culture and learn about a new one. In the end, I learned more about my culture and, at the same time, passed on characteristics of American culture when I went back home.

I was touched to know how interested American students were in Austrian/German culture and traditions. They adored *Mannerschnitten*, self-baked *Nussschnecken*, or simple posters from the Museums Quartier in Vienna. It made my day when one of my students showed up in Lederhosen from Vienna for Austrian Night, when students danced to the “Zillertaler Hochzeitsmarsch” at the Oktoberfest, or were gobbling up Austrian Christmas biscuits at the *Nikolausparty*.

I figured out in my conversation class that Americans wonder about our different eating habits and not just the other way around. I learned that Americans eat mainly without a knife, because it is considered impolite to hold a knife all through a meal. Many Americans consider Austrian eating habits impolite, because we do not put away our knives until the last bite; therefore, it may look to Americans as if we are gorging on our food. Of course, this was not the only “aha” moment. I also learned about the different length of the handshake in the two cultures, learned not to tell a

long story after a question asking how I am, learned not to expect a phone call necessarily when an American guy tells me that we should “hang out soon,” and learned not to grab in my purse when pulled over for speeding.

It was the small experiences that made my time in America so special: the never-ending supermarket aisles, the bus driver who told me to “take care” and wished me a “good one” every single day, and the student who baked an Austrian cake for my class.



Oktoberfest at the German House with [from left] Jessica Cohen, Stephanie Chen, and TA Kristina Gugerbauer

Then there were the bigger experiences that made my life at Emory so enjoyable: the welcoming and supportive team from the Department of German Studies; my three, fun American roommates; Southern hospitality and new wonderful friends from Spain, Denmark, and the United States.

Time always flies when you are having a good time. Now I am back home, finding myself still thinking in English and acting in an Americanized way. So, I make a beeline for tourists to offer my help and do a little chit-chat, like a real American, or I say “Yes, I can,” when Austrians might say “That’s not possible.”

Thanks a lot to everyone who made my year at Emory special. I will pass it on.

Report from the Director of Undergraduate Studies

Hiram Maxim

I am pleased to report that this past year was a very successful one for the German program. Enrollments are steady across all instructional levels, and the program has experienced an encouraging growth in the number of students declaring either a major or minor in German Studies. Interest in the Vienna summer program and the semester-long programs in Freiburg, Vienna, and Berlin is very strong, thereby ensuring a good percentage of Emory students with study-abroad experience.

Of particular note this past year was the implementation of a new first-year course (German 101 and 102) as the first step in the larger departmental project to reform the undergraduate curriculum. The primary goal of this reform effort is to integrate the study of language and content across all levels of the curriculum, and the new first-year course serves as the first instantiation of this integrated approach to language learning and teaching. Organized around the theme of self-identity, first-year German focuses on different societal roles that young adults play (e.g., family member, student, consumer, tourist). With its strong textual orientation and thoughtful integration of language and content, this course served as a template for the revision of two other curricular levels that took place last year.

The new second-year course (German 201 and 202) will be piloted this coming year and will shift from the focus on personal identity in first-year German to an exploration of

German national identity. Adopting a reverse chronological approach, this course examines German identity by focusing on specific locations at pivotal moments in modern German history and then investigating how individuals narrated stories about their identity as Germans at that time in that place (e.g., Berlin in post-Wall Germany; Bonn and East Berlin in divided Germany; Hamburg and Los Angeles during National Socialism).

The new third-year course (German 301 and 302), also to be piloted this coming year, will explore how love and hate manifest themselves in German cultural production through the ages. The first semester of the course will examine works from the Middle Ages up through the nineteenth century, and the second semester will investigate the twentieth and twenty-first centuries.

All this innovative work would not have been possible without the commitment of the entire faculty, who dedicated many hours of their time to meetings and materials development. In addition to monitoring the two new courses, the department also will begin discussing its highest upper-level courses to see how they can be adjusted to fit into the curricular trajectory that has been established for the first three years. I look forward to sharing with you in the next newsletter our further progress with this exciting and ground-breaking curriculum reform.

Alumni News

Merica McNeil

When I enrolled at Emory in fall 1997, I knew that I wanted to major in German. I had studied German for four years in high school in Memphis and had heard wonderful stories about the summer program in Vienna from my brother, who was also an Emory student and participant in the program. After completing my first year at Emory, I did indeed go to Vienna and cherished every minute of it. Later as a junior, I studied abroad for a semester in Freiburg. Educational and cultural opportunities such as these have combined with my Emory classes to enrich my knowledge of the German language as well as the history and cultures of countries where German is spoken.

After graduating from Emory in 2001 with a double major in German and international studies, I taught English as a foreign language in Europe for four years. I initially started teaching abroad as a Fulbright English-language teaching assistant at two high schools in Vienna for a year. After that, I was granted a French government position as an as-

sistant English teacher at a French high school. Following that, I was able to secure a teaching position at a technical university in the German part of Switzerland, where I was an English teaching assistant. I loved living, teaching, and studying in Europe, but as an American, it is quite difficult to get a work permit in Western Europe. I also wanted to learn more about language learning and teaching. Therefore, I decided to pursue an MA in second language studies at the University of Hawaii at Manoa, which I completed in 2009. I am currently earning a teaching certificate and applying to PhD programs.

Many thanks to everyone in Emory's German department for offering enriching opportunities that foster students' abilities to develop language skills and cultural knowledge. I very much appreciate what I have learned both on campus at Emory as well as in my study abroad experiences. *Vielen Dank*, or as it is said in Swiss German, *Merci viilmal!*

Student News

Sprachpreis

1st year: Nicholas Petersdorf

2nd year: Joshua Keller

Delta Phi Alpha

2008–2009

Jennifer Levy

Caroline Maness

Lisa Roseman

Will Bailey

Luka Anic

John-Alex Shoaff

Sarah Richards

Garrett Shelburne

Callie Jordan



Delta Phi Alpha Members 2009

[from left] Vlad Golgiatu, Alex Schoaff, Lisa Rosemann, Callie Jordan, Andy Shoenig, Caroline Maness, Viola Westbrook, Stephanie Chen, and Jessica Cohen

Award of Excellence

Andrew Shoenig 09, Fulbright ETA to Austria

Jonathan Jackson 09, Fulbright ETA to Germany

Studying German opened up doors for me that I never would have found by myself. Thanks to the German department, I was able to study abroad in Berlin, participate in undergraduate research, and win a Fulbright scholarship. I even had the opportunity to work in the office and practice my German. Of course, the best part of joining the German department was the friends I was able to make in and outside the classroom who greatly enriched my college experience.

Sarah Richards 09, Fulbright ETA to Austria

Grüß Gott from Gmunden, Austria, part of the beautiful Salzkammergut region, where I am enjoying my first year as a Fulbright teaching assistant. I have taught classes on

topics ranging from immigration to housing styles in America to *Macbeth* to “’Twas the Night Before Christmas”—and that is just in a typical day. Not only am I learning a great deal about school and life in Austria, but researching for and planning my lessons also has caused me to think more than ever about what it means to be an American.

As far as traditional Austrian pursuits go, I have already modeled a dirndl, cooked Kaiserschmarrn, and spent many an afternoon chatting over hot chocolate in an elegant café.

Understanding the Gmundner dialect

has been a challenge, but I know both my German-language and Austrian-language skills are improving by the day.

I arrived at Emory four years ago with no intention of studying German; after three years of it in high school, I really never wanted to think about an adjective ending again. So how did I end up with a German minor and a job in Austria? What made my first class so special was also true of every German course I took during the next two years: the faculty in Emory’s German Studies department are amazing. Studying abroad in Vienna only strengthened my relationships with and commitment to the people, department, and language.

I believe that what you get out of life depends on how you decide to live it. With that in mind, I am trying to make the most of every second I get to spend in Austria. This is a wonderful opportunity for me to explore and learn, and I am very thankful for everything the Emory German Studies department has done to help me earn the chance to have this adventure.

Summer Study in Vienna

Hiram Maxim and Alexandra Vinson

Nineteen students took part in the program this year, which used a theme-based, chronological approach to learning about Austrian history and culture. The group explored Austrian life from the time of the Romans, through the Middle Ages and Renaissance to the present, experiencing along the way the height of the Habsburg Empire, the low point of the Holocaust, and the layered way in which contemporary Vienna presents itself.

The group was particularly active this year, with students also taking part in waltz lessons, European soccer matches, hiking trips, a tour of the United Nations, and weekend trips to greater Austria and central Europe.



Advisory Council Brings German Business and Political Leaders to Emory

Katja Ridderbusch

Bringing the German-speaking world of business, culture, and politics to the Emory campus: this has been the mission of the German Studies Department's Advisory Council for the past two years. Established in late 2007, ten representatives of the German-American business community in Atlanta have helped raise awareness and visibility of the Department of German Studies in the greater Atlanta area and broaden students' horizons to the world beyond academic borders.

Christoph Rückel, a German-American attorney and foreign-law consultant with offices in Atlanta and Munich, serves as the chair of the Advisory Council; Katja Ridderbusch, an Atlanta-based business journalist and foreign correspondent for German news media, is the secretary. Since its launch, the council has established a speaker series that received nationwide media coverage in Germany and the United States. Among the prominent guest speakers in academic year 2008–2009 were Karsten Voigt, the German government's official representative for German-American cooperation; Martin Richenhagen, CEO of Duluth-based AGCO Corporation, the world's third-largest manufacturer of agricultural equipment; and Heinrich-Peter Rothmann, a seasoned German diplomat, former German ambassador to Libya, and a longtime consul general in Atlanta.

Both Voigt and Rothmann provided interesting insight into the German political arena, focusing particularly on the future of transatlantic relations. They also shared the hopes and expectations in Germany for the new Obama administration.

Richenhagen gave an enlightening, entertaining, hands-on lesson about doing business in the United States and Germany, touching on the differences, challenges, and opportunities. His lecture, packed with personal anecdotes and practical examples, provoked a lively discussion among the audience.

Students of the Department of German Studies also had the opportunity to mix and mingle with members of the Advisory Council during an evening event where they discussed internships in Germany and other exchange programs abroad.

Department Hosted Modern Austrian Literature and Culture Association

Maximillian Aue

This past spring, from April 23 to 26, 2009, the annual symposium of the Modern Austrian Literature and Culture Organization (MALCA) took place at Emory under the auspices of the German Studies Department. We received generous support from the Emory Conference Center Subvention Fund, the Austrian Cultural Forum in New York, the Austrian Consulate in Atlanta, and the Tam Institute for Jewish Studies.

Since 1961 MALCA has developed into the main scholarly body in the United States devoted to the study and presentation of Austrian literature and culture. Its symposia regularly bring together researchers in the field of Austrian studies from around the world.

The conference's topic was " 'Verfreundete Nachbarn': The German-Austrian Encounter in Literature, Film, and Cultural Discourse." It drew more than seventy scholars from across the United States, Canada, the United Kingdom, Ireland, and Austria. The fifty papers that were presented dealt with many aspects of the complex development of an Austrian cultural identity vis-à-vis its neighbor Germany, with a keynote speech by Sander Gilman, distinguished professor at Emory's Institute of the Liberal Arts. Gilman discussed the recent phenomenon of German literature written by a new, post-Holocaust generation of Jewish authors living in Germany and Austria.

The scholarly agenda was accompanied by a full and varied cultural program, including a multimedia exhibition titled "Writing against War," on view in Emory's Dobbs University Center, and music by Emory's Vega String Quartet. Readings by Ruth Klüger and Lilian Faschinger provided insight into the richness and thematic diversity of contemporary Austrian literature. Judging by the number of positive comments received, this conference was a success, and we are grateful to our colleagues, staff, and students whose dedication made it possible.

Auf Wiedersehen, Silke!

Peter Höyng



Silke Delamare

At the beginning of the fall semester, we all had to take a deep breath when our academic administrator, Silke Delamare, left Emory and Atlanta to join her husband in Los Angeles. Silke had joined the department in spring 2005, shortly after she had relocated with her family to Atlanta. She came with many years of experiences in private industry and a special knowledge in all matters of marketing. A native of Germany but a true citizen of this world, her friendly and outgoing nature made every person who walked into the department feel welcome. She quickly adapted to the academic environment in general and all

the ins and outs of Emory College in particular. With her energy and inspiring ideas, she swiftly helped to propel the visibility and presence of our department in the College. Among her initiatives, she helped launch a network of her peers from all the departments and programs of Emory College. Whether she worked on our Vienna Study Abroad Program, the Advisory Council, the departmental review in 2007, this newsletter, or assisting our faculty and students, she never ceased to amaze us with her dynamism and good spirits, her professional demeanor and good humor. No matter what quirky situation arose, she handled the all-too-human weaknesses we encounter in everyday life with a maturity that is hard to match. Silke, we are very grateful for having had the opportunity to work with you. Though we will miss you, we wish you all the best in your new home and *auf Wiedersehen!*

Visit from Ursula Mahlendorf

Caroline Schaumann

In October 2009 Ursula Mahlendorf read from her book *The Shame of Survival: Working Through a Nazi Childhood* (Penn State University Press, 2009). Mahlendorf earned her PhD in German and comparative literature from Brown University in 1958 and spent the rest of her professional life teaching in the German Department and Women's Studies Program at the University of California–Santa Barbara, where she retired as professor emerita of German, Slavic, and Semitic Studies. Her memoir draws on her own experience as well as research in teaching undergraduate and graduate students about how Germans and German writers deal with their Nazi past.

In the first part of Mahlendorf's absorbing narrative, we see the young Ursula become an enthusiastic member of

the Hitler Youth and then go on to a Nazi teacher-training school at fifteen. In the second part, which traces her growing disillusionment with and anger at the Nazi leadership, we follow her story as she flees from the Russian army's advance in spring 1945, works for a time in a hospital caring for the wounded, returns to Silesia when it is under Polish administration, and finally is evacuated to the West, where she begins a new life and pursues her dream of becoming a teacher. Mahlendorf's account chronicles not only her life under Nazism but also documents the lifelong psychic ramifications of living with that legacy.

For further information, see <http://www.psupress.psu.edu/>.

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EMORY



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Tell us about your recent accomplishments. We would like to share them with other alumni in our next issue.

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