



*College of Humanities*

Newsletter for the Academic Year 2011/2012

**| Department of German Studies**





## Introduction

# Welcome to German Studies!

Housed on the third floor of the Learning Services Building, the **Department of German Studies** is a vibrant and engaged community of teachers, scholars, and students. Our eight full-time faculty specialize in areas ranging from Jewish-German and Turkish-German literature to film and visual culture, from gender studies to applied linguistics, from the medieval period to the twenty-first century, from Hildegard von Bingen to Elfriede Jelinek. A top-notch cohort of PhD and MA students offer basic language training, while pursuing advanced studies in German literature, culture, and language. Please stop by the Department to see us in person! You can also find us on Facebook, Twitter, YouTube, and at <http://german.arizona.edu>. Thanks for taking the time to browse our Department newsletter!

## Letter from the Department Head

I am delighted to report that German Studies is thriving in spite of the fiscal challenges that continue to strain education in Arizona and other states. We have many new initiatives underway, and, as you will see in the following pages, we have a very active faculty who are involved in exciting research projects and are recognized as outstanding teachers. Among the activities that have become a staple are the German Studies Colloquium Series, film series, and myriad outreach activities.

We have begun to redesign our undergraduate program to attract more majors and minors. At the same time, we have established a Dual Degree option in our **Joint PhD / D. Phil. Program in Transcultural German Studies / Deutsch als Fremdsprache** with the University of Leipzig, with students on both sides of the Atlantic. This program is in its fourth year. Meanwhile, the Department continues to maintain its close relationship with Religious Studies, Women's Studies, Theater and Film, Judaic Studies, the School of Music, Second Language Acquisition and Teaching, Near Eastern Studies, and the Honors Program.

The **German Student Club** (Deutscher Studenten Club, p.18) has been very active organizing presentations that draw large audiences. The Club also organized a soccer tournament in the fall that raised enough money to subsidize study abroad scholarships for our summer program in Leipzig. We had 28 participants last summer and anticipate over 30 in Summer 2011. A new summer study abroad program for engineers in Munich through the Bundeswehr University has a 3-week language component as part of a 9-week internship. This program is one opportunity among many efforts to promote German across the curriculum.





Department Head Prof. Barbara Kosta is President of the Coalition of Women in German. Along with her courses on film and visual culture, she offers a course on “Women’s Fictions in 20<sup>th</sup> and 21<sup>st</sup>-century German Speaking Cultures”. Her most recent book is *Willing Seduction: The Blue Angel, Marlene Dietrich and Mass Culture*. (Berghain 2009)

The Department has initiated a Graduate Student Ambassador Program to strengthen ties to K–12 public and private schools in Tucson (p. 14). In another outreach effort, this summer we are launching the department’s two-session Rumpelstielzchen German language camp: a one-week camp for grades 4–7, and another week-long camp for grades 8–12. Kids will learn German through art, music, sports, and cooking (p. 8).

Now that the Department of German Studies has joined the new School of Languages, Literatures, and Cultures, we look forward to new collaborations with Africana Studies, Classics, East Asian Studies, French and Italian, Religious Studies, and Russian and Slavic Studies. This configuration promises new opportunities for our individual departments.

Our administrative associate, Susana Ruiz, will be the Graduate Coordinator in the new SILLC Business Center. Before completing the transition, she was awarded the prestigious University Staff Excellence Award (p. 15). Congratulations Susana! We look forward to working with her and the other staff of SILLC in their new roles.

For a complete menu of activities and descriptions of faculty research interests and publications, I invite you to visit our website at <http://german.arizona.edu>. Contact the Department if you would like to join our listserv for the film series and other events.

With best wishes,





## The History of German at Arizona



In 1896, Frank Adams of Lawrence University became Professor of Ancient and Modern Languages at the newly founded University of Arizona. By 1899, Professor Adams, who had meanwhile become President of the University, was able to offer student two years of coursework in Germanic Languages and Literatures. These earliest years of the Arizona German Department stressed facility in translating and an “intelligent” acquaintance with German literature. This means that German Studies was up and running in the Old Pueblo long before Arizona achieved statehood in 1912.



### *It's a Long Story! How we got to 2011...*

**On October 10, 1922**, the Board of Regents met to approve President Cloyd H. Marvin's reorganization of the College of Letters, Arts, and Sciences. The reorganization, which led to the University of Arizona's membership in the Association of American Universities, brought the German Department into being. While a search was conducted for a Chairperson, Dean of Women Professor Jameson taught the University's German courses. But the German Department's true birth took place in the following year 1923–24, when Hugo W. Koehler became the first chairperson and sole faculty member of the Department. Soon after, a new faculty member, Professor Carrington, designed a complete undergraduate course of study in German. The major consisted of 24 units, and—without much modification—these courses were given throughout the late 1920s and the 1930s, all throughout the “Big Depression” and the Third Reich. In the 1950s, the Department instituted a Masters program, as many students sought advanced study in German literature, history, culture, and language.

**In the 1960s**, the teaching staff was deemed large enough to consider implementation of a PhD program. Given the number of students wanting to further their education in German in 1969, the University hired Professor Max Dufne from the University of Michigan. By 1974, the attempt to institute a PhD Degree in German had been abandoned, due to economic woes. Nevertheless, the Department prospered; faculty began to organize student and faculty exchange programs with the Federal Republic of Germany and Austria. The student exchange program was exceptionally successful, thanks to the generosity of the late Oskar Grunow, who bequeathed a considerable sum of money for that purpose.

**In the 2000s**, with its Masters Program in full swing, the Department developed the Joint PhD / D. Phil. in Transcultural German Studies, in conjunction with the **Herder Institut** at the **University of Leipzig**. The Arizona-Leipzig Doctoral Program in Transcultural German Studies is one-of-a-kind worldwide in scope and design. Now, doctoral students can study on two campuses (Tucson and Leipzig) and in two disciplinary domains (German Studies and *Deutsch als Fremdsprache* / German as a Foreign Language) as they prepare for professional careers.





## From Singapore to Tucson to Munich: Yi-Chieh Chen, an engineer in the making

Learning German for fun and learning German for professional success—these two goals don't need to be separate. Even in a rough job climate.

Yi-Chieh Chen, an undergraduate engineering student, seized one of the Department's many opportunities for study abroad and professional development. Ms. Chen studied at the Technical University of Munich in Summer 2010, developing both her German language proficiency and her expertise in engineering. And yet, there was plenty of time for

excursions to beautiful Bavarian landmarks like Neuschwanstein Castle and Alpensee Lake, which were her most memorable destinations. With these experiences in hand, Ms. Chen was able to attain a prestigious internship for Summer 2011 at the Institute for Technology in Karlsruhe, in the Southwestern German province of Baden-Württemberg. Congratulations Yi-Chieh!

## Take a bow! Congratulations to our Graduates

Four of our German Studies students took the Master of Arts degree in Spring 2012: **Rachel Walker** was awarded the Outstanding Graduate Teaching (GAT) Award for the College of Humanities. **Alan Eby** has accepted a Fulbright Fellowship in Neunkirchen, Austria. **Patrick Carlson** will be joining the Doctoral Program in German at the University of California at Irvine for Fall 2011 after completing his Masters in the Summer. **Sabine Koehler-Curry** will be joining the Arizona-Leipzig Transcultural German Studies Doctoral Program in Fall 2011.

We would also like to congratulate those German Studies students who were inducted this April into the German Honors Society, **Delta Phi Alpha**. The inductees for 2011 are **Emily Beghin**, **Tyler Rogers**, **Chelsea Steinert**, **Nicole Carvell**, **Afsahneh Sarabi**, **Katie Adler**, **Stephen Cochrane**, **Becky Wittke**, **Molly Gebler**, and **Ryan Shore**.

We are also very much indebted to our two very capable Student Workers, **Tashi Saheb-Ettaba** and **Yvonne Crumley**, who see to it that visitors to the Department are warmly welcomed.



# University Distinguished Professor Albrecht Classen



Some people assume that our history books tell us precisely who the major writers, poets, artists, or composers were in the past. No need to research in the archives or libraries to look for unknown people. Well, the new book by Prof. Albrecht Classen demonstrates just the opposite. He has edited a collection of secular poems by the Rothenburg ob der Tauber poet Erasmus Widmann (1571–1634), who no literary history has ever considered yet. He discovered Widmann's work during archival research in Frankfurt several years ago, while preparing another book, *Lied und Liederbuch in der Frühen Neuzeit* [Song and Songbook in the Early Modern Era, 2010], together with Lukas Richter.

But last summer he dedicated an extended period of research both in Frankfurt and in Cambridge just to this curiously unknown figure, Widmann, and he was able to identify most of this man's published work, out of which Prof. Classen was able to create a new edition. Musicologists have already

paid some attention to Widmann's songs, but literary historians are now presented, for the first time, with the work of an intriguing poet from the late sixteenth and early seventeenth century. Given the time frame, we would generally categorize Widmann as a Baroque poet, but neither the content of his poems and songs nor their style easily fits into that framework. Instead, here we observe the afterlife of the "long" fifteenth century—and a highly individualistic poet at the same time.

Now that these texts are available again, and that the University of Arizona Main Library has purchased a copy of this new edition, there will be many opportunities for new research, new literary analyses, and also for new interdisciplinary investigations, combining the literary with the musicological.

Professor Classen has also led a summer **Medieval Travel Course** for the last ten years. The itinerary changes each year, and Prof. Classen guides his students on a medieval journey through ancient, fascinating destinations. Monasteries, Gothic cathedrals, fortresses, and historical tourist sites are the "textbooks" of this experiential class. Unlike many travel-abroad programs located in one single city or country, the Medieval Travel Course allows you to explore an array of exciting historical locations.





## Erich Healy: On graduating

The last days of my undergrad were similar to what I imagine is common among liberal arts grads. I had a career field in mind, even an internship and several video projects under my belt. With an elegantly crafted résumé and the best of intentions, I began my job hunt.

As fate would have it, my big break would not come from an advertised position, but from a cold cover letter and résumé I had sent to the German guitar manufacturer **Warwick GmbH**. I received a prompt response from the president of the company telling me they have been looking for an ideal candidate to bring on board to produce videos. Because most of their endorsees speak English, and a majority of their customer base speaks English, they were looking for a native English speaker. They were also looking for someone familiar with German culture, as that person would be required to relocate to Markneukirchen (Saxony) where the company is headquartered.



I have played guitar and owned a Warwick guitar much longer than I have been learning German, and I never really thought the two would come together this perfectly. Now I am in talks with the company to begin a month-long trial period that will lead to a full-time position for at least three years.

Naturally, planning to relocate across the world comes with its stresses, but the stress is overtaken by the excitement of this opportunity. Getting to meet and interview famous musicians like funk legend Bootsy Collins and bassists from the bands 311 to U2—I cannot think of a better fit for a Music major, German Studies minor, and aspiring video maker like myself. As a Music major and German minor, a question I heard a lot was, “What are you going to do with that?”—as if a college degree were supposed to lead you right into a convenient job. The truth is: German Studies and a liberal arts education are what one makes of them. The goal is to develop rational thought and intellectual capability, so those skills can be applied throughout one’s life.

With everything I have learned, I want to be part of what inspires artistry. The German composer Robert Schumann didn’t decide to pursue music as a career until after he saw a performance by Paganini, and generations of musicians first decided their fate when they saw the Beatles perform on the Ed Sullivan Show. By sharing in the talents of others, I hope to encourage people to create and develop their own voices. I want to help artists inspire one another—across cultures, continents, and languages.



## Summertime

### Getting out of town! Summer study in Leipzig

In the summer of 2010, twenty-eight students participated in the Department's Summer Study-in-Leipzig Program, directed by Professor Peter Ecke. SLAT (Second Language Acquisition and Teaching) PhD candidate **Kacy Peckenpaugh** and German Studies Masters student **Alan Eby** served as program assistants and instructors alongside Prof. Ecke. The one-month program was created to provide Arizona students with the opportunity to experience German language and society first hand and to help them improve their cultural competence. Since its inception in 2003, 190 students and 14 graduate assistant teachers have participated in the summer Leipzig program. In Summer 2011 alone, over thirty students will take part in this unique UofA program. Safe travels, everyone!

**Ashli Lovitt**, a German instructor and doctoral candidate in SLAT here at the University of Arizona experienced Germany in bit of a different light. She traveled to Munich to teach at the University of the Armed Forces. She and her students hiked in the Alps and stayed overnight in a hut with majestic views of Bavaria. One of her favorite parts about being abroad is being able to walk into a restaurant or café and sit next to people she does not know. "Learning to operate within this nebulous space of shared and conflicting norms is an opportunity for personal growth afforded by study abroad."



### Off to Camp Rumpelstielzchen!

In Summer 2011, the Department of German Studies hosts a camp for young people in grades 4–7 and another one for grades 8–12. **Sabine Koehler-Curry**, a doctoral student in the Arizona-Leipzig Transcultural German Studies PhD program, is thrilled to have the opportunity to offer this educational experience for the youth of Tucson. Beginning on June 13, 2011, Camp Rumpelstielzchen will last five days, Monday to Friday, from 8:30am to 4:30pm. Koehler-Curry has previously volunteered as an instructor at the University of Arizona

School of Art's Visual Culture Education division workshops. With her extensive background in German Studies and her years of teaching experience, Koehler-Curry is excited about the prospect of teaching local youth and enhancing their understanding of Germany—whether about German culture, art, language, or historical events. Camp Rumpelstielzchen is an exciting way to broaden childrens' education in language and culture through games, movies, arts and crafts, culinary lessons, folk songs, and listening to popular German music. The camp holds openings for twenty campers. Please contact Sabine at [skoehler@email.arizona.edu](mailto:skoehler@email.arizona.edu).



## Fisch out of Water!

Fish are experts at water. They are not necessarily experts at flying through air. But this “ecstatic” experience—of not being an expert, of being de-familiarized, of trafficking in someone else’s element—brings its own magic, its own learning, and its own pleasure. If you’re feeling a bit out of your native element, you’re in the right place at Fisch out of Water. This monthly “Celebration of Accented Languages” explores the aesthetics and emotions that your native tongue brings to the foreign languages you speak—quirks, trips of the tongue, and all. **Fisch** brings together students, faculty, and members of the community to perform literary or spoken-word texts aloud, in any of their non-native languages—whether ASL, German, dance, Farsi, Korean, or Klingon. This year’s events included German native speakers performing in Spanish, English native speakers singing in Russian, Turkish native speakers reading in French—all encouraging one another to embrace this experience of crossing and blending languages. Fisch has made its way around the world with the help of Professor David Gramling, who carried the event from Berlin to Ankara and now to Tucson. He hopes that, by the 40th Fisch out of Water event, we will convene a big enough crowd of performers and supporters to fill Centennial Hall!



## Professor David Gramling

In August 2010, David Gramling moved to Tucson from Ankara, Turkey, to join the Department of German Studies as an Assistant Professor and ACLS New Faculty Fellow. Over the course of his first year in the Old Pueblo, he has discovered the magic of desert-living and the unique community spirit that Tucson offers. He has enjoyed teaching courses on minority discourses in German society, gender studies, second language teaching methods, and Turkish-German migration history. In February, Prof. Gramling delivered a Plenary Address to the University’s Second Language Acquisition and Teaching Roundtable entitled “Monolingualism: A User’s Guide”, and his new co-edited volume *Transit Deutschland: Debatten zu Nation und Migration* [Debates on Nation and Migration, with Anton Kaes, Deniz Göktürk, and Andreas Langenohl] was published with Konstanz University Press / Fink Verlag in 2011. In his free time, Prof. Gramling rides his bicycle, bakes bread, plays piano, and edits the Department Newsletter.

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### Professor David Chisholm



Professor Chisholm teaches courses on Music and German Literature, German Literary Cabaret, German Lyric Poetry and Versification, and Nineteenth- and Twentieth-Century German Literature. Last spring he was nominated by the University of Arizona Honors College for an Outstanding Faculty Award. His course on the interrelationships between German literature and music in the nineteenth and twentieth centuries attracts students from the School of Music as well as from German Studies and other departments, and in 2010–2011 he assisted a School of Music student, **Tahirih Motazedian**, with a German-to-English translation of the only biography of an important early twentieth-century German music theorist and composer, Heinrich Schenker (1868–1935). In May 2010, Prof. Chisholm was the only person from the United States invited to speak at the international symposium on “Alltags- und Fachkommunikation in der globalisierten Welt” at Tongji University in Shanghai, China. This “Humboldt-Kolleg” brought together scholars from various parts of the world to present papers and discuss a variety of topics in

German Studies. Prof. Chisholm presented a paper on “Kommunikation im deutschsprachigen Kabarett” and was one of six participants on a panel discussion on the topic “Was kann die Germanistik in einer globalisierten Welt leisten?” Prof. Chisholm comments: “I was pleased by the interest that Chinese faculty and students showed in our ‘Arizona-Leipzig Modell’ for German Studies.”

### Professor Peter Ecke

Prof. Ecke is the director of the Basic German Language Program, which serves 300–400 students per semester. He directs the Summer-Study-in-Leipzig Program and the Goethe Institute’s language proficiency testing program at the UofA. Prof. Ecke supervised two dissertations by Elena Shishkin and Tina Badstübner, both of whom successfully defended and took the PhD in Second Language Acquisition and Teaching in 2011. Prof. Ecke’s research agenda includes professional and pedagogical issues (German in the US, TV programs for the teaching of German, study abroad effects on language/culture learning) to psycholinguistic issues (vocabulary development and word-finding problems in multilinguals). He recently published the article “Deutsch in den USA” in *Deutsch als Fremd- und Zweitsprache: Ein internationales Handbuch* and a research report on article learning in German as a third language, published in Spanish. A paper, entitled “Kompetenzorientiertes Unterrichten für alle?” is in press. Prof. Ecke was awarded a grant for the project “Study abroad: The assessment of cultural intelligence” through the Center for Educational Resources in Culture, Language and Literacy (CERCLL). He gave invited presentations at Indiana University in Bloomington, at the UofA’s Center for English as a Second Language (CESL), and in the Department of Linguistics colloquium series at the UofA, as well as a plenary speech at the meeting of the Association of Mexican Teachers of German (AMPAL) in Cholula, Mexico. He also presented at the IVG Kongress in Warsaw (Poland), the Encuentro Internacional de Lingüística in Hermosillo (Mexico), SWCOLT in Albuquerque, AZLA in Phoenix, and the AAUSC Meeting in Minneapolis.





## Professor Steve Martinson

Prof. Martinson is Director of Graduate Studies. He is also a Faculty Associate in Religious Studies and teaches graduate and undergraduate courses on a wide range of courses from the time of the Reformation to the present day. Martinson is the author of several books and editions, including *Between Luther and Münzer: The Peasant Revolt in German Drama and Thought* (Carl Winter Univ. Heidelberg 1988), and *A Companion to the Works of Friedrich Schiller* (Camden 2005). The book, *Harmonious Tensions: The Writings of Friedrich Schiller* (University of Delaware and Associated University Presses 1996) received a Choice Award for outstanding academic book in the United States (1997). Prof. Martinson's most recent enterprise, *Projects of Enlightenment: The Work of Gotthold Ephraim Lessing. Cultural, Intercultural, and Transcultural Perspectives* is forthcoming with Synchron in Heidelberg (2011). He is currently working on a new book entitled *Picturing Young Nietzsche: Images, Memories, Texts*.



## Professor Chantelle Warner



Prof. Warner was the recipient of the Poetics and Linguistics Award for best article in the journal *Language and Literature* for her piece “Speaking from Experience: Deixis and Point of View in Verena Stefan’s *Shedding*.” Her article “Rethinking the role of language study in internationalizing higher education” was published recently in *L2 Journal*, and an article co-written with German Studies Prof. David Gramling entitled “Linguistic Practice, Stylistics and the Advanced Language/Literature Classroom” appeared in the volume *Critical and Intercultural Theory and Language Pedagogy* (Eds. Glenn Levine and Alison Phipps). Prof. Warner presented papers this year at the conferences of the American Council for Foreign Language Teaching and the Poetics and Linguistics Association. She is currently directing a new project, “Hypermedia Texts: Using Multimodal Text Annotations to Promote Cultural Literacy”, which is supported by a Title IV grant through the Center for Educational Resources in Language, Literacy and Culture (CERCLL), and which seeks to develop new pedagogical approaches to the teaching of cultural literacy and language awareness through literary texts by creating culturally annotated hypertexts and pedagogical materials to accompany them. In addition to the German-language hypertexts created by Prof. Warner, project collaborators will create similar texts in Arabic, Italian, Portuguese, and Turkish.



### Professor Tom Kovach: An interview

*What is your favorite course to teach?*

"German Jewish Writers" is always a very inspiring class for me to teach, because I have the opportunity to challenge students' preconceptions. It remains the case that when most people hear the words German and Jewish next to each other, they will think of the Holocaust. Most American students are unaware of the profound role that Jews played in German public life during the 150 years before the Third Reich. From the 18th century to the rise of Hitler, there was no place on earth, no culture on earth, where Jews felt more invested, where they felt like they had found more of a home, than in Germany. And I know that sounds like an impossible contradiction, given that this was to become the source of the worst genocide ever perpetrated on the Jews of the world. But somehow we have to wrestle with these two contradictory facts.

*Why is Jewish Studies an essential part of German Studies? Has it always been so?*

It has not always been so. Until the horrific developments of the early twentieth century, even those Jews who played a profound role in shaping German culture tried to downplay their Jewishness, and often suggested that they should not be understood as "Jews," but as participants in German culture. Since the Holocaust, of course, it has really no longer been possible to do that. But it's interesting to note that, in the mid-twentieth century, the field of German Studies in the US was shaped in large part by a number of Jewish refugees from Germany and Austria who tended to downplay their Jewishness in many cases.

But in the last few decades, not only has an awareness of Jewish issues become part of the emerging field of German Studies, but also in the field of Judaic Studies, where the role of Jews in German and other European cultures has become a very prominent feature. Certainly, there has been renewed interest in how the Jewishness of German Jewish scholars has impacted their work in various ways. And this has been a part of a broader cultural trend—getting away from an assimilationist notion of the "melting pot."

Another major factor is the dramatic increase in the size of the Jewish population in Germany today. In the 1990s, Germany had the world's fastest-growing Jewish community. This was largely due to immigration from the former Soviet Union, but it did mean that a community that in the 1950s to





the 1970s had been quite tiny, especially in comparison to what it had been before the rise of Hitler, had grown to over 100,000, where before it had been more like 20,000. And Jews became a more significant voice in the German public sphere.

There have been two major studies about Jews and Germany that include a last chapter called “The End”, referring of course to the Holocaust. And I’ve seen it as part of my mission to resist that notion—that the Holocaust means the end of Jewish life in Germany. Rafael Seligmann, one of the more provocative figures of Jewish German contemporary culture, wrote in one of his essay collections that to say that Jewish life in Germany is over is to give Hitler a posthumous victory. I’ve always very much identified with that statement.



## Multilingual, 2.0? An International Symposium

Over the past decade, a wide range of scholars have been working on projects that seek to clarify what *multilingualism* means—whether those scholars are housed in psycholinguistics, literature, translation studies, second language acquisition, history, linguistic anthropology, computer science, or education departments. But rarely do these researchers have the opportunity to speak with one another in a transdisciplinary setting about their findings. Meanwhile, the phenomena that we call “multilingual” or “monolingual” are changing before our very eyes—amid the rise of social networking, hypertextuality, national security discourses in Europe and North America, the industrialization of translation, and new phenomena of global migration.

Supported by a generous Collaboration and Innovation Grant from the UofA’s newly founded **Confluence: A Center for Creative Inquiry**, Profs. Chantelle Warner and David Gramling will collaborate with Turkish Studies Prof. Aslı Iğsız on a new research endeavor entitled “Multilingual, 2.0?” Beginning with an international symposium on April 13-15, 2012, the initiative will bridge scholarly gaps between the humanistic, social, behavioral, and technical sciences and aims to make the University of Arizona a primary international hub for research on multilingualism. In the run-up to the Symposium, we will convene a campus-wide working group in Fall 2011. Please contact Profs. Warner, Gramling, or Iğsız with inquiries and interest.





# Ambassadors for German Studies

The new Student Ambassador Program gives undergraduate and graduate students an opportunity to share their expertise in German with the broader campus community, inspiring their peers to explore German culture, literature, and language. Current Ambassadors **Katherine Adler** and **Chelsea Steinert** have been taking time out of their busy schedules to share their own experiences with incoming undergraduates and answer questions about the Department. They encourage students from various corners of campus to participate in events like **Fisch Out Of Water** and **Stammtisch**.

**Katherine Adler:** In her capacity as Undergraduate Ambassador for German Studies and Outreach Coordinator for the Deutscher Studenten-Club, Katherine loves to tell fellow undergraduates about her experiences traveling to the San Xavier Mission with Prof. Classen and all the fun times spent at No Anchovies with the rest of the Club. Since her experiences with the Department have been as a student, her words of endorsement for German Studies have a special credibility.

**Chelsea Steinert:** In her capacity as Undergraduate Ambassador and Treasurer for the Deutscher Studenten-Club, Chelsea makes sure to let everyone know that German Studies is about more than just learning a language, it's about learning culture. In her time with the German Studies Department, she was fortunate enough to travel to Leipzig, Germany, for the summer Study Abroad program and experience German culture first-hand. Although her time there was short, she was able to learn a great deal and loves to share her experiences.



## Graduate Student Ambassadors

The Department encourages local teachers to invite graduate students to present a unit on any of a range of topics—from history, to social studies, to German popular culture. Our Masters students **Sabine Koehler-Curry** and **Alan Eby** presented a unit on German culture to a third-grade class at Henry Elementary School, and PhD student **Alexander Ganz** presented two lessons on modern German music at Vail High School. We also connect undergraduate and graduate students with opportunities throughout the Tucson region to teach German in elementary and middle schools. Undergraduate German majors have been hosting a successful after school program at Sam Hughes Elementary, and we are looking for other after-school teaching opportunities. (Please contact Department Head Barbara Kosta with inquiries.)



## Susana Ruiz: Staff Excellence Award for 2010

On April 20, President Robert Shelton conferred upon Susana Ruiz the University's prestigious Staff Excellence Award. Ms. Ruiz, SILLC Administrative Associate, began her service in the German Studies Department in October 2000, when the Department was still housed in the Modern Languages Building. She had transferred to German Studies from the School of Art, where she had served as the Graduate Coordinator. Since then, Ms. Ruiz has both fostered and witnessed the growth of the Department—including the establishment of the Transcultural PhD / D. Phil. in German Studies. Beginning in 2011, her post shifted from German Studies Staff Associate to Graduate Services Coordinator of all SILLC-affiliated Departments.



*How did it feel to be honored as a recipient of this prestigious award?*

“First of all, it was a real surprise. It was a very exciting and rewarding experience to receive the Staff Excellence Award. It came at a time when I was feeling a little overwhelmed, and the recommendation letters written by the faculty were very moving. I take pride in what I do in my workplace, and it feels great to be recognized for my efforts.”

**Prof. David Gramling shares some thoughts about Susana:**

“Ms. Ruiz was the first University representative I met upon arriving to my new post in August 2010. She showed an intuitive and abiding sense for my new-comer's uncertainties about how the institution worked, and her calming, generous presence made me feel immediately at home during my first weeks as an assistant professor at a large research university. She is an expert at navigating complex institutional pathways in changing times, and it is also clear that Ms. Ruiz has long helped set the initial tone for the professional and social space of our Department—with an air of responsibility, hospitality, and warmth.”

*I am excited to attend a German University and create lasting relationships with other students.* **Kelsey Marr Rader**



# Exploring language, pragmatics, and politeness

## Katharina Kottwitz, PhD candidate

When I came to Tucson in August 2008, I was planning to stay for just one year. Now, in spring 2011, I am still here. What happened? Is it the excellent working atmosphere in the German Studies Department? The fact that I have been teaching my favorite classes every semester now? The stimulating academic mixture of literature / culture and applied linguistics? There is a strange and fascinating diversity in the German Studies Department air—challenging, constantly in flux, but also relaxed at the same time. The Wild West must have left its mark on social interactions here: everybody is friendly and eager to help out, and there is a “sharing-is-caring atmosphere” that pervades the PhD and MA cubicles. The same holds true for our professors and staff. Nobody is left out in the rain—or should I say: in the desert sun?

I started the Transcultural PhD program in Leipzig in Fall 2007. My dissertation topic was, and still is, *politeness in German as a foreign language*. I had already written my MA thesis on politeness and youth—exploring different norms, conventions, and values among younger-generation Germans. This topic soon became my main area of interest, because language itself seems to be so much more than linguistics. But even social norms and conventions are not enough to describe how language is used. I had to broaden my perspective and became interested in the field of pragmatics. If I had to describe language, I would say: words are a language's body, linguistics is its brain, but pragmatics is the heart and soul of a language. Of course, language needs all components in order to work effectively, but what interests me the most is the emotional, the cultural, the social, and the individual part of it—in short: pragmatics.

What do we say when we say something? One statement can have a thousand meanings, and still most of us are able to communicate successfully with each other. Why? How? And how does it differ in different languages? How can language learners acquire a language competence that makes them feel comfortable and accepted in the target-language community? Is it possible to “teach” the soul of a language? Experiencing language-based misunderstandings definitely makes one more humble and lenient towards language mistakes. In 2006, I was a DAAD (German Academic Exchange Service) Teaching Assistant, teaching German at Yonsei University in Seoul, South Korea. I often wondered about students' very direct emails to me: “Teacher, when can we meet and discuss my grade?” To be sure, I understood what the purpose of this email was, but the tone seemed to be a little rough. The question is why? Possibly, the generic address “Teacher” was upsetting me, because it made me feel that I was being reduced to my profession, not seen as an individual who has a name and therefore an identity beyond the role I played in the classroom. This is something that is not easy to understand for Koreans, because value is placed on group and status, not necessarily on the individual person's identity. Isn't finding the link between culture and language, between social norms and individual approaches, fascinating?





## How to make the perfect guacamole—*auf Deutsch*? Rachel Walker, MA

When I came to the University of Arizona for my MA Degree in German Studies, I was pleasantly surprised by how much I love to teach. My favorite aspect of teaching is definitely the cyclical nature of learning. It is my goal to help my students teach themselves and learn from each other, and in the process, I learn a lot as well. We are all learning from one another this semester in **German 202**, where my students are sharing their favorite hobbies or passions in the form of presentations or demonstrations in the German language. From their German-language cooking shows to their virtual vacations, I could not be happier with the way my students have embraced this type of Open Forum project. Students do live demonstrations in German about jewelry making, proper weight-lifting technique, and “how to make the perfect guacamole.” Some students have even taken us to work with them via video-conferencing, showing us how to make bread and sharing their knowledge of Southwestern archeology. The results of the projects promote not only a sense of classroom community (and sometimes tasty treats!), but also an opportunity for students to tap into the unique vocabulary needed to describe their personal interests and embrace their own identity in German.



My ingredients for fostering an open, stimulating classroom environment that is receptive to student input and energy are creativity, humor, optimism, and appreciation for various motivations and learning styles or preferences. Still, classroom routines and traditions are important, and my students have come to expect a *Wort des Tages* (word of the day) and a *Stadt der Woche* (city of the week). By rooting grammar and vocabulary lessons in practical and relevant situations, I hope to empower students to be aware of and to apply their knowledge. Some activities include creating our own singles' ads using attributive adjectives and writing polite complaint emails using conjunctions. Various forms of media also play a key role in an engaging classroom—including music, film, magazines, websites, etc. Students in German 202 create their own fairytale-based short films, and my favorite part of the semester is always watching their self-made videos with them. The **German Short Film Festival** is an awesome event that showcases student-made videos each semester.



## German Student Club

The **Deutscher Studenten Club** offers opportunities for students to get together to celebrate and explore German-speaking cultures. Congratulations to the newly elected Officers of the DSC for 2011–2012: President **Danelle Dobbins**, Vice-President and Chair for International Student Relations **Jacob Jensen**, Treasurer **Chelsea Steinert**, Secretary **Anna Dorste**; Schildträger **Louis Miller**, Fisch out of Water Impresario and Outreach Coordinator **Katie Adler**, and Webmaster **Alexander Ganz**. The Club officers would like to invite all students, staff, faculty, and friends to meet up on Thursdays at 7:00pm at No Anchovies on University Avenue for the weekly **Stammtisch** event, where German enthusiasts practice their German over pizza with their peers.



## A Big Hustle: The Deutscher Studenten-Club Soccer Tournament

On September 19, 2010, the Deutscher Studenten Club held its largest event ever: the Deutscher Studenten-Cup, an international soccer tournament and fundraiser. The 6-on-6, World Cup-style tournament hosted a traditional 64 games—all in one day. The tournament reached out to the Tucson community, while promoting camaraderie among the diverse students throughout the University. With more than 400 people in attendance, the soccer tournament was an unprecedented success. Participating teams came from—among others—the Spanish and Portuguese Department, the Center for English as a Second Language, and the Malaysia Student Association. This soccer tournament raised \$7500 for the German Studies Scholarship Fund, which supports students' participation in study-abroad programs in German-speaking countries, especially those students who would financially not be able to go abroad otherwise.



For their generous support of the 2010 Deutscher Studenten Cup, the DSC would like to extend heartfelt thanks to their local sponsors: **Chapman Automotive**, the **Verizon-Faculty-Student Interaction Fund**, **KJ Quilters Extraordinaire**, **Trader Joe's**, **The Shop**, **Tucson Frozen Storage**, and **Atlantic Demolition**. The Department would like to thank the

organizers of the Deutscher Studenten-Cup for their magisterial efforts in arranging this fine event. They are **Alexander Ganz**, **Danelle Dobbins**, **Anna Dorste**, **Jacob Jensen**, **Jordan Carbary**, **Katherine Adler**, **Lee Gagum**, **Rachel Walker**, **Louis Miller**, **Steven Timlin**, **Chelsea Steinert**, **Michael Bennett**, and **Steven Randall**.

[*Editor's Note:* It is a truth universally acknowledged that the underdogs—and therefore the favorites—of the tournament were none other than the Faculty Squad “Lehrkraft”, skillfully captained by Prof. David Gramling and flanked by Department Head Prof. Barbara Kosta, Prof. Chantelle Warner, and Prof. Peter Ecke, with the deft support of honorary faculty members PhD candidate **Antonella Cassia** and **Arif Emre Erkoca**. The crowd hushed and bowed their heads when the Faculty squad were eliminated in the penultimate round of play.]



## Teaching for Intercultural Competence

### An interview with Kacy Peckenpaugh, PhD candidate

“For a great many students of foreign languages, it’s rough to go from being at a college-level writing proficiency in their first language, to being at a three-year-old’s level in a new language. Students have so many very complex thoughts that they want to put down on paper, but they don’t yet have the language ability to do so. And that’s part of the magic—getting students to see that there’s always room for experimentation, and that they need to maintain confidence and awareness of their capacities along the way.”

**You bring to the profession a unique combination of identities. You are at once a language teacher, an athlete, and a coach. How do those roles relate to one another?**

“They’re very much intertwined. Of course, in both jobs, you have to be critically aware that you need to give meaningful feedback. But you also need to just let them speak. As a non-native speaker of a language, you can say to them: *I know where you are, I’ve been there*, and just identify with them and tell a funny anecdote about some mistake you yourself have made. I tell my students all the time: *I expect you to make mistakes. Just get it out, get some words out, I’m here to help you. If you don’t have the right gender of an article, that’s OK! Just get it out. Get over that mental hurdle, and get it out!*”

**Why does a person need intercultural competence in order to graduate from college?**

“My nickel definition of intercultural competence is the capacity to suspend judgment in interacting with other cultures. Let’s take gun control. Americans have a long-standing tradition protecting the right to bear arms. Germans don’t have this, and they think Americans are a bit crazy with their guns. But if you think about the structure of the situation, and think about the reason why the US evolved its gun-control policies in the way it did—I mean, this was the Wild West! There wasn’t a cop for miles. No one is going to come help you if someone is out there stealing your cattle. Whereas in European culture, you could generally count on stable, solidified city walls and compact communities for protection. So intercultural competence is about understanding the reasons and history behind how a culture developed, and this is going to be increasingly crucial in the twenty-first century.”





# Undergraduate Scholarships

## The Oskar Grunow Scholarship, 2011–2012

When Professor Oskar Grunow of the German Studies Department died in 1978, his will established the Oskar Grunow Foreign Exchange Students' Trust. Since then, the Grunow Trust has helped fund as many as three students per year from the University of Arizona to study in Germany.

Following a rigorous faculty nomination and selection process, we are happy to announce that the 2011–2012 recipients of the Oskar Grunow Scholarship are **Kelsey Marr Rader** of Phoenix, AZ, and **Adrian Lira** of Nogales, AZ. Kelsey is a German and English major in her second year of undergraduate studies. She became involved with German culture during a year-long exchange in Bielefeld, Germany, through her high school's Rotary Club. As a prospective law student, Kelsey applied for the Grunow Scholarship in order to develop a more intensive and nuanced understanding of German culture. She hopes that her experiences in Germany—this second time around—will help her gather further resources for her future career. Kelsey reports, "I am excited about attending a German university, creating lasting relationships with other students, and improving my language and culture skills." The Department of German Studies looks forward to hearing about her time abroad at the German institution of her choice.

*Grunow recipient Adrian Lira shares some thoughts about how he came to study German:*

"The Grunow Scholarship is a dream come true for me because I will finally be able to live a "daily German life." Knowing that I will be surrounded by people who speak the language the entire day, and that I will be compelled to use it, motivates me to keep doing the best I can to reach my goals. I am very thankful, honored, and most of all motivated by the Oskar Grunow scholarship. I was born here in Tucson but raised in a small border town between Mexico and the US called Nogales. I was raised by my great typical Mexican family, living on the American side but traveling across the border very often to visit my grandparents, aunts, and uncles. I have always been passionate about the sport of soccer and since I was a child I enjoyed watching the German national soccer team play. It was then that everything began. At the age of 13 my family and I had to move to Rio Rico, an even smaller town just 20 minutes north of Nogales. German was offered as a foreign language, and in my sophomore year at Rio Rico High School I decided it would be a great opportunity to learn another language, since I already spoke Spanish and English natively. I picked up the basics of the language pretty quickly my first year and kept learning it for the last two years of high school. But I just didn't want to leave it there, I wanted to make the German language a part of my life."





## Sharing our research: The German Studies Colloquium Series

The German Studies Colloquium Series, organized by Prof. Chantelle Warner, showcases the research of current students and faculty from the University and beyond, including talks by prominent scholars within the German Studies field. These events are free, open to the public, and generally held in the German Studies conference room (LSB 346) on Fridays. The following Colloquia were held during the 2010–2011 academic year.

### **L1 Attrition: German Immigrants in the US**

Tina Badstübner, PhD, explores the phenomenon of L1 attrition, the decline of any native language skill (or portion thereof) in a healthy bilingual speaker (Ecke 2004). Her study analyzed and compared L1 speech samples from two populations of German immigrants in the US—German instructors and other professionals—and also from a monolingual control group in Germany.



### **From *Landeskunde* to Cultural Studies: Cultural Patterns of Interpretation in the Teaching of German as a Foreign Language**

Maureen Mpieri, MA (doctoral student, Transcultural German Studies) situates the teaching of religious discourses in German culture within the overall history of *Landeskunde* pedagogy in the field of German as a foreign language (*Deutsch als Fremdsprache*). Her talk explores the teaching of “social studies” through the transformation of DaF over the decades—from a “factual” to a “communicative” to an “intercultural” model.

### **Saudi Arabia in the German Imagination: Identity, Space, and Representation**

Antonella Cassia, MA (PhD cand., Transcultural German Studies) explores how German travelers, pilgrims, and expatriates enter into and decipher Saudi Arabian urban space through their textual representations. Cassia argues that both travel writing and expatriate blogs are a space for cultural representation, and that they share similar rhetorical conventions among them. Space—whether fictive, virtual, or real—becomes the referential context in which a relation of cultural distance can be established.

### **Radio Art, Documentary, and the Sounds of Displacement**

Prof. Daniel Gilfillan (Acting Director, Institute for Humanities Research, Arizona State University). The spring 1999 NATO intervention in Serbia and aerial bombing of Belgrade during the Kosovo conflict is primarily known through the lenses of global media conglomerates like CNN. This talk situates questions about wartime identity and mobility within discussions of the changing nature of the self in a globally networked information society.

### **Sexuality in the Middle Ages**

Prof. Albrecht Classen (Undergraduate Advisor). Contrary to common assumptions regarding the Middle Ages, the theme of sexuality played a significant role. In fact, there was a deep discourse on sexuality, involving representatives of the Church, philosophers, poets, medical scholars, and artists in medieval German literature and the arts.



# German Studies Colloquia

## Every Picture Tells a Story

Sabine Koehler-Curry, MA (doctoral student, Transcultural German Studies) gives an overview of illustrations and images used in German language textbooks published within the last fifty years. Since visual learning and multiliteracy have become essential for students in the 21st-century classroom, it is crucial to evaluate the illustrations that are used to assist students in this process.

## Atrocity Photographs and the Gaze of the Historian

Prof. Susan Crane (Department of History, University of Arizona). How the historian's gaze shapes the meanings associated with photographs needs to be interrogated specifically, in order to determine how the co-presence of the past and its "reality effects" challenges the theoretical conceptualizations that Hans Ulrich Gumbrecht, Eelco Runio, Frank Ankersmit and others have offered regarding the notion of "presence."

## How German Faust Literature Permeates Korean Pop-Culture: Faustine à la manhwa

Lee Gagum, MA (doctoral student, Transcultural German Studies). In the South Korean manhwa, *The Tarot Café*, pop culture merges with German culture and literature to create an eastern version of the German Faust legend. This permeation of cultures gives rise to a new visual-literary product. Sung-Sun Park's Korean manhwa also creates a female Faust, a Faustine, who challenges eastern perceptions and treatment of women.

## German Pedagogy and the Training of DaF-Teachers and Germanists in the USA

Prof. Peter Ecke (Basic Language Director) explores the development, current state of affairs, problems, and prospects of German as a Foreign Language in the USA, in comparison with other languages, and contextualizes data-trends within the advanced training of Germanists in German Departments around the United States.

## The Jews Are Your Fortune: Modern Jewish Apologetics in Germany and the United States

Sonja Mekel, PhD (Arizona Center for Judaic Studies). Beginning with the Enlightenment, German Jews adopted several apologetic strategies aimed at convincing the Gentile majority that, given the chance, the small Jewish minority would become less "degenerate" and contribute to German cultural and economic wealth.

## Whose Residence? Zafer Şenocak's novel *Köşk* as a Limit Case in German Turkish Belles-Lettres

Prof. David Gramling. Can an author emigrate, or abscond, from a national literature? After a twenty-year career writing critically acclaimed German-language novels (*Dangerous Kinship*), essays (*Atlas of a Tropical Germany; Was Hitler an Arab?*) and poetry (*The Vertical Sea*), the Berlin-based author Zafer Şenocak has recently turned to writing novels in Turkish. How might German Studies read and critique his 2008 Turkish-language novel *The Residence* in this light?

## Reading the Turkish Republic against Weimar Germany

Kristin Dickinson, MA (PhD candidate, Comparative Literature, University of California, Berkeley). Translated into German for the 2008 Frankfurt Book Fair, Sabahattin Ali's fictionalized memoir *Kürk Mantolu Madonna* (*Die Madonna im Pelzmantel / Madonna in Furs*) engages in a complex exploration of Turkish modernity through a critique of surface images in Weimar Germany. This reading pivots around the main character Raif's obsession with the German woman Maria's self-portrait, titled "Madonna im Pelz".





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