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Letter from the Chair

Dear Friends,



As a newcomer to the chair's office, I want to seize the opportunity to thank my predecessor, Geoff Eley, who for the past three years steered the department with his signature traits of administrative savvy and a commanding academic vision. His contributions are many and will certainly be well remembered. Next year, my colleague Julia Hell will sit in my chair. Advancing the department's cause as a good steward shall be my task as interim. In this function, I am delighted to send you news about the department's development.

While many programs in the country have contracted, the German Department at Michigan continues to thrive. The number of German majors and minors has been growing over the years and remains solid, thanks not least to the superb efforts of Marga Schuhwerk-Hampel, Hartmut Rastalsky, Kalli Federhofer, as well as our committed Graduate Student Instructors and faculty. An exit survey among graduating seniors this past year shows the overwhelming majority of our students extremely satisfied with the instruction they receive in the department. Above all, students appreciate the department's welcoming atmosphere, the faculty's diverse expertise, and our open mentoring practices.

We seek to meet the needs of our students even better in the future. For one, we continue to grow. Professor Andreas Gailus, a Goethe and Kleist scholar of distinction (currently at Minnesota), will, we hope, soon join the department. This year, we are also searching for a lecturer who, among many other tasks, will help the department's teaching mission by participating in our many outreach activities to high schools and other institutions. Of these, German Day is only the most well-known and conspicuous.

In an increasingly competitive environment, one has to work hard to communicate our department's achievements. A student recruitment brochure is in print and will hopefully attract many new applicants to our program. In addition, the new department webpage will soon be launched.

Strengthening our ties to institutions abroad has been one of our priorities in past years. Currently, we are on the brink of arranging student exchanges with one, possibly two European universities. Such opportunities will greatly enhance the quality of our program at a time when global experience becomes ever more important.

The good news is: the department's success story has been widely recognized. Colleagues in German Studies speak of "The Michigan Model" when referring to the department. A recent article in *The Chronicle of Higher Education* mentions our program as one of the leaders in language learning based on immersion in cultural issues from day one. A national ranking of scholars' productivity lists Michigan as one of the ten most productive departments.

The many visitors who teach for us greatly enrich our academic life—colleagues such as Pascal Grosse, Anna Guillemin, Martina Roepke, and Ulrike Weckel. Finally, I want to mention with gratitude the name of Silke Weineck, the model of an associate chair.

It is a formidable pleasure to serve as acting chair. I invite you, as friends of the department, to contact me, stay in touch, or drop in. I am greatly looking forward to hearing your comments, ideas, and reactions. With warm regards,

A handwritten signature in black ink, appearing to read "Helmut Puff".

Helmut Puff [hpuff@umich.edu]

Community Connection

A First for the Last Language House

Enthusiasm, participation, friendship, and German. These are the words that came to mind as I met the students that reside in the Max Kade House. I joined Head Residents Beth Frysinger and Patrick Davis for “Deutschtische” on a recent Thursday evening. About 10 other students came—usually there are more for “Deutschtische,” but many were studying for their mid-term examinations. Regardless, the energy and spirit of the group was lively and welcoming. Walking from the Max Kade House, which is comprised of a series of rooms on three floors of the Thieme House dormitory, we made the short trek to Bursley Dining Hall. At the table reserved for Max Kade residents, we ate and talked about what it is like to live in Max Kade; their studies at the University of Michigan; and their experiences abroad. All of the residents were overwhelmingly enthusiastic about living in the Max Kade House. It was clear that they enjoy one another’s company, and equally enjoy the rigors of speaking German constantly. Nearly all of them had spent time abroad, and are glad that the Max Kade House provides them the opportunity to practice their German language skills on a daily basis. During dinner, they helped each other out when they got stuck on a word, and shared new words, like ‘cheesegrater’ and ‘saltshaker.’

The Max Kade House is the only remaining language house on the University of Michigan’s campus. To be eligible for residency in the Max Kade House, a student must have a German language proficiency equal to the second-year level, and also enroll in German 310 “Readings in German Culture.” The Max Kade House is a Michigan Learning Community (MLC), which is a self-selecting venue for students to live with others that have similar interests. In total, there are 29 residents, including the two head residents. Concentrations range from a double major of English and German, to Art, and Mechanical Engineering.

Residents of the Max Kade House love being involved and connected with a number of students from various disciplines and levels. So not only do they get to practice their German language, they also have access to resources for assistance in other academic and social areas. In addition to meals, the group plans and participates in other activities like movies in the Max Kade Bauhaus lounge, coffee, shopping, football games, poker, and canoeing. This winter, they are planning to attend the Detroit Auto Show, and the Frankenmuth Ice Fest.



Patrick Davis ('08) and Beth Frysinger ('09) are the first-ever undergraduate Head Residents of the Max Kade House. They are also the first-ever co-head residents. The idea to submit their application as a team occurred to them during an intercontinental IM conversation last summer. As a Head Resident team, they share responsibilities for getting residents together and embody the friendly and enterprising spirit of Max Kade.

Both Beth and Patrick are past recipients of the George Valenta Scholarship.

Assistant Professor Vanessa Agnew



Vanessa Agnew can be reached via email at vagnew@umich.edu. She is on leave until 2008.

You have spent the past year in Berlin. What have you been doing there?

I was awarded the Theo und Waltraud Michael Fellowship in Musicology by the Alexander-von-Humboldt Foundation and was hosted by two institutions—the Musikwissenschaftliches Seminar at Humboldt-Universität and the Forschungszentrum Europäische Aufklärung in Potsdam. Being in Berlin gave me the opportunity to finish my book, do some other writing, and enjoy the cultural life of the city. I also finally learned to sail.

So what is your book about?

The book is called *Enlightenment Orpheus: The Power of Music in Other Worlds*. It will be published by Oxford University Press in the spring as part of a new series on the cultural history of music. The Enlightenment was intrigued by the idea that music could do things like cure disease and civilize savages. I look at what happened to this idea when travelers actually put music's power to the test. The main protagonist of the book is the English music historian Charles Burney, who set out to investigate German music in 1772. Interwoven with Burney's story is the myth of Orpheus, which we associate with the idea of musical agency.

Do you have a new project?

Some years ago, I took part in a BBC Two production, *The Ship*, which traced Cook's 1768 voyage on a replica tall ship. The show turned out to be a form of historical reality TV, and this set me thinking about how we talk about the past. Since then, I've been collaborating with scholars in the United States, United Kingdom, Australia, and Germany on a series of conferences and publications, including a new series on historical reenactment published by Palgrave. My latest book project deals with the challenges posed by the German past for staging affect in historical representation. My hypothesis is that, despite, or even because of, its

emphasis on individual experience, reenactment creates a historical past that lacks specificity and ethical responsibility. This has, I think, significant implications for the politics of the present.

What are you teaching?

During the Winter semester, I'm teaching a graduate seminar called "Writing Travel" on German travel writing. Germans have historically thought of themselves as great travelers and this is a claim that the course interrogates. I'm also offering an undergraduate course on "Die Zauberflöte," where there will be lots of singing. In the future, I'd also like to offer a course on historical reenactment so we can investigate why some Germans like to dress up on the weekend as medieval knights, American Indians, and Civil War soldiers.

Please visit www.lsa.umich.edu/german/faculty to see a complete listing of Professor Agnew's publications and interviews.

by Michael André

On Michael André

Graduate school, in my opinion, allows little time within its rhythms for personal reflection. This can be good—it has kept me moving forward. Over the past three years I have lived and worked in Germany, Switzerland, Ann Arbor; finished my certificate in Museum Studies; and passed my preliminary examinations. Despite long afternoons with endless books, evenings spent at the keyboard, sleepless nights, and that often I wished it would all be over, I look back at what now seems a long distance traveled at a breathless pace.

Five years ago I had never lived anywhere but in and around Chicago, had never been to Germany, could not even admit that I spoke the language. I was an ambitious undergraduate—also a part-time, working student unaccustomed to thinking about study as anything other than to be finished—and I was naïve about graduate school. I imagined that superior students with incomparable résumés received scholarships and the rest took whatever remained. It confounded and terrified me that my acceptance to the German Studies Program included a five-year teaching appointment. But it also made me more confident about graduate school; excited about work of which I could be proud; and convinced that staying with German from the age of twelve, while I had let so many other things drift out of my life, had been a good choice.

Having otherwise applied exclusively to graduate history programs, I came to the Michigan German Studies Program in August '03 intending to study literature as well as intellectual and cultural history. An interest in the German reception of antiquity led me to the study of philosophy of history and historical literature and drama. Meanwhile I entered the Museum Studies Program, for which I completed an internship at the Klassik Stiftung Weimar. My own work eventually crystallized as a study of philosophy of history, historical



Michael André ('08) states "It was about 25 years ago that my grandmother began giving me books she had purchased at rummage sales and state fairs: old German textbooks, almanacs, Bibles. Foreign languages were a great hobby of mine, but I did not imagine that I would want to make German my career. I almost chose differently, but I am very happy with the choice I have made."

Michael André is a recipient of the Frank X. Braun Graduate Student Instructor Award. He also received the Cottrell Prize for the best paper in a German seminar.

representation across a broad spectrum of media, and 18th and 19th century literature with emphasis on realism. My dissertation project, at its current and admittedly very young stage, is to explore instances of the representation of world history as spectacle and art in the late 18th and early 19th centuries. In August '07 I returned from Switzerland where I had spent ten months after my preliminary examination defense. I had worked there as an *assistant diplômé* in the *section d'allemand* of the *Université de Lausanne*; attempted to get on with the work of my dissertation; and found, despite a confusion sometimes approaching despair and even intellectual paralysis, that I was doing what I want to do and relieved to be able to return to Michigan to continue it.

Living abroad in Lausanne also made clearer to me how I consider the kind of work I have undertaken. So much time to myself without regular deadlines was overwhelming; and I especially missed the responsibility of teaching. Undoubtedly I hold research in high regard, even as the life blood of our profession; but for me teaching, foremost undergraduate teaching, is the reason for our existence at the university and our best opportunity to talk with and hear from the public. I remain convinced, even if my conviction should be unutterably naïve, that the humanities are of concern to everyone as the work of the human experience itself. But I am not certain that this belief constitutes a philosophy of teaching; meanwhile, language instruction has its own concerns. Most of my students seem to enjoy class, which pleases me, but I have no illusions about why they are there: they need to fulfill a requirement and German is often a random choice. I hope that they can find some way to integrate German into their lives after having spent so much time with it. German was a tremendous part of my life long before I knew it would be my profession; teaching it well is a priority because I love it.

Celtic and Nordic Mythology



Our Celtic and Nordic Mythology class continues to be a popular undergraduate course. Designed around the principles of a comparative religions course, it resonates with the interests of many students. The course designer, Astrid Beck, states that “Icelandic sagas appeal to a lot of U-M crew members; Nordic mythology is interesting for music students that studied Wagner’s ‘Ring;’ and art students are interested in understanding the various art styles. Nordic Mythology utilizes Arthurian material, general mythology, myths, and religion, and applies them in a broad humanitarian sense.”

Celtic and Nordic Mythology is currently taught by Maria Gull. She also feels that stories from Nordic Mythology, and the King Arthur legends relate directly to popular role playing games many students are familiar with that utilize similar characters and narratives. Recent films like *Beowulf* and *Lord of the Rings* also bring these myths to the forefront of popular culture, which contributes to the interest students show in learning about these myths. Many students also want to learn more

about their cultural heritage, whether it is Irish or Scandinavian.

There is a similar trend of interest in early Scandinavian history in Sweden right now, Maria says. Perhaps this is because we all are in need of some roots. In some way, the study of ancient belief-systems, and how people coped with changes and upheavals during earlier times, can perhaps give us some perspective on our own, rapidly changing world.

To try to understand the world-view of these ancient peoples we have to place them in their historical context and study what we know about their culture and their times. And early European history and cultures are fascinating! Just the names of the tribes—Geat, Helvetii, Vandal, Goth, Merovingian, Longobard—their myths are equally fascinating. The Vikings; fierce warriors, brave explorers, and pragmatic traders, stoically accepting their predetermined fates. The Celts; involved in cattle raids and beheading games ... all interesting stuff!

Celtic and Nordic Mythology (German 375) is taught by Maria Gull (pictured above). For more information on the course, please see the course guide at www.lsa.umich.edu/cg.

Taking One for the Team

I wasn't intending to make a statement when I showed up at the front doors, cleats in hand. It was my first day at the Goethe-Institut in Schwäbisch Hall, and Malte, the course assistant, had announced that anyone interested in playing soccer should show up at 3:00 for practice.

Malte took practice seriously, explaining that we would be playing against the local men's team on Saturday. As we stretched, Malte went around and asked everyone what position they generally played—that is, everyone except me. I asked him if I could play on Saturday; he eyed me doubtfully and said, "Well, there will be a lot of big men there ..." That statement gave me my first glimpse of what I was confronted with. Malte was at least 3 inches shorter than me and quite scrawny, so my size was surely not the problem. "Malte, I've been playing my whole life. I'm not scared." At that moment, I think Malte also glimpsed what he was up against.

After practice Malte caught up with me and said, with a pronounced element of surprise in his voice, "You can actually play pretty well." I swallowed the many retorts that rose in my throat, saying only, "So does that mean I can play on Saturday?"

The rest of the week passed, and Malte did not answer my question until Saturday. Addressing my kneecaps, he said, "We only have 15 jerseys, but with you, we would have 16 players ... so, we'll see how the game goes...maybe you can play and borrow someone's shirt..." As the only person without a uniform, I felt like an idiot but warmed up with the team anyway. I felt even more foolish when the team retreated to the men's changing room to discuss the lineup, leaving me to listen from outside.

To say that the game was one-sided would be an understatement. After 25 minutes we were losing 4-0. Our team had several good players, but we had only played together for a week, and we

simply couldn't keep up with a regular team. 5-0. 6-0. I remained sitting on the bench. By halftime, we were losing 9-1, and I was the only person who had not played. I was defeated. I did not want to continue sitting on the bench without a jersey, and I certainly did not want to cry in front of someone who respected me so little. During halftime, I tried to slip quietly away, but Malte saw me and asked, "Where are you going?"

I went into the changing room and began to untie my cleats, unable to fight the tears any longer. Suddenly, Amandine, the secretary at the institute, came in. She tried to comfort me—"Don't take it so seriously, it's just a game"—but that only made me angrier. "No, it is not 'just a game!'" I spat. "If it's just a game, then why can't I play? If it's nothing serious, then why is it so important that I'm a girl? I know it's supposed to be just a game; that's why I want to play—because I love it, because it's fun. But it's not fun anymore, because it's not a game but some sort of test or something. I can play with these people; I know I can. In the US I played with one of the very best teams in my state for seven years, and at college, the guys want me to be on their teams, because they know that I can play. But Malte can't see any of that. I'm sick of it. I don't want to be 'the girl' anymore. I just want to play ..." My tirade gave way to sniffles and hiccups.

Amandine sat silently for a moment before speaking. "Yeah, I know...I play soccer too, and I've also dealt with this sexism, and I know that it hurts like nothing else. I had to play with them for years before they began to take me seriously. But it doesn't matter what you want; you are the only girl, and you know that if they see that you've left or that you're crying, they'll take it as proof that women are weak. You know I'm right." She stood up. "Give me a sec." She went back outside. After a

Katie Roeder gears up for another soccer game in Germany.



continued on next page

12th Annual DeVries–VanderKooy Memorial Lecture Presents Rob Kroes



Dutch Professor Ton Broos, Mrs. VanderKooy, and American Studies Professor Rob Kroes.

View the DeVries-VanderKooy Memorial Lecture online at www.lsa.umich.edu/german/dutch/.

University of Amsterdam's Rob Kroes presented, "Dutch Immigration and Family Photographs: Ways in Which Family Bonds Were Preserved Across the Atlantic." Identifying with the behavior of many immigrant families, Professor Kroes guided us on a visual and narrative history of our Dutch ancestors. Bringing to light the intent behind the staged and extremely common subject matter—a family dressed in their Sunday best, arranged stiffly in an ornate cavernous room; a funeral procession; a wedding party. He introduced us to how familial and life-changing events were communicated during a time when email, telephones, and standardized postal deliveries did not exist. Often expensive and inconvenient, printed photographs would be sent "home" with a letter explaining the circumstances and usually indicating the order of relatives that the picture should be passed along to.

Professor Kroes is the author of *Photographic Memories: Private Pictures, Public Images, and American History* (2007), and *Buffalo Bill in Bologna: The Americanization of the World, 1869–1922* (2005), among other books. He also is general editor of the European Contributions to American Studies book series.

Katie Roeder—continued from page 7

minute she reappeared, jersey in hand. "Malte feels bad, and he wants you to play."

"No, seriously, Amandine, I don't want to play anymore. All the fun is gone."

Amandine answered, "Oh, forget Malte. Just play for yourself." She paused, then grinned. "And besides, you're so angry, you're sure to play well." I smiled back, took the jersey, and left the locker room.

But the struggle was still not over. As I walked onto the field, the other team began to laugh loudly. The forwards called to each other, "Are you sure you'll be able to keep up with her? Don't worry, I'll help you!" Though I never would have admitted it to

Malte, I was nervous. I was playing defense, and the forward I was supposed to mark was much stronger and faster than I was. What if they were right? What if I played badly after all? What then?

I shouldn't have worried. Amandine was right: anger can be a powerful motivator. I won the first tackle against my forward, then the second, before springing over another forward to head the ball out of the goal box. (I will never forget the look of astonishment on his face.) After the game, Malte apologized, the referee congratulated me on my play, and the next day I appeared in the local newspaper as "the defensively strong American." I returned to the dorms proud, happy, and most of all, exhausted. I was glad that we had a couple of weeks to regroup and prepare for our next match; I had learned enough to know that the games had just begun.

Scandinavian Studies

by Sarah Fishstrom

Internship Experience from Hospital to Carnival

Stopped at a red light along with several dozen eager bikers, I am on my morning commute. I pass old Danish churches, bakeries, fruit and flower stands, canals, old classic buildings, a castle, and trendy modern architecture. As I bike farther I reach the coast and enjoy the view of the water, the Oresund between Sweden and Denmark. There I see the morning ferry coming in from Oslo, Norway. As it prepares to dock, a train rolls by. How did I get here? I have to pinch myself. I am an American girl from Michigan.

This past summer I spent interning in Copenhagen, Denmark. This was an unexpected experience that my enrollment in Scandinavian Studies led me to. Last fall when I signed up to take the class I was excited because I have Danish relatives and grew up in a bilingual household. I was eager to learn more about Denmark and the other Scandinavian countries. When Johanna Eriksson informed my "Scandinavian Civilization" class of internship and scholarship opportunities, I set out to find an internship in Denmark. I was successful in finding not only one, but two, diverse internships: the first at Copenhagen's hospital, Rigshospitalet, the second at an old amusement park, Bakken. Not only did I enjoy these diverse experiences, I was able to see a lot of Denmark and experience Copenhagen in the summer.

At Rigshospitalet, I worked as a research assistant on a project regarding traumatic brain injuries and sedation. They are trying to devise a new protocol regarding sedating their patients who are dependent on respirators. While the majority of my work consisted of recording data and deriving statistics using a computer, I also met nurses and doctors working on the project, and gave my input on the improvement of data collection. Because I have an interest in health care, this internship was a great learning experience: it showed me how health care functions in a social welfare state.

In contrast to the office work at the hospital, my other internship was in the middle of the woods at the world's oldest amusement park, Bakken. While this job did not require much previous experience or a competitive resume, I enjoyed every moment in the secret world of Bakken. I was surprised

to learn that there are people who live throughout the entire amusement park in secret hidden houses. This job demanded strong customer service, so my Danish greatly improved while being challenged to talk to all the visitors. My duties encompassed some unusual jobs that I will probably never get to do again including counting points at a rubber duck pond (there were points on the bottom of each duck), managing a horse race game, and working at a dice game (where the point of the game is to get three of the same number.)

Copenhagen entertained me the entire summer. My experiences outside of my internships ranged from attending a soccer tournament for the homeless; to going to Denmark's famous music festival, Roskilde Festival; to going to a fashion show during Copenhagen's fashion week; to seeing free jazz concerts in the middle of the city; to swimming at the beach; to just exploring the city on my bike.

A summer spent in Copenhagen has opened my eyes to the world, improved my Danish skills, enhanced my customer service ability, exposed me to health care issues, and much more. My experience with the Scandinavian program within the German Department has been extremely rewarding.



Sarah Fishstrom counting rubber duck points at Bakken

Honoring Hans Fabian, Professor Emeritus



Dick Franklin (U-W '70),
Barbara Foster (U-M '70),
Hans and Myra Fabian,
and
Mike Ehmann (U-M '70)

the Junior Year Abroad Program in Freiburg. These 50 students came from the University of Wisconsin, Wayne State University, Michigan State University, and The University of Michigan. In May of 2008 these students are planning a 40 year anniversary in Chicago, Illinois. Professor Fabian is currently retired in Ann Arbor.

At the age of 15, Prof. Fabian was lucky to escape from Nazi Germany and emigrate with his family to the U.S. At 18, he entered WW II with the U.S. Army, serving in military intelligence. He reports that at the age of seven he saw Hitler drive through his hometown with the adoring populace shouting "Heil". At age 18, he was saluting Eisenhower in

Professor Hans Fabian was a German professor at the University of Michigan from 1964 to 1995. From 1968–1969 he and his wife, Myra, were advisors to 50 students in

his staff car driving through war torn Frankfurt, Germany. Following his service, he received a Ph.D. from Ohio State University. His wife Myra served for 25 years at the Center for the Education of Women (CEW) at University of Michigan. If you would like to see a video interview with Prof. Fabian and his wife conducted by his former student, Barbara Wilson Foster, go to <http://elearning.emich.edu/media/intcomm/index.htm>.



The 1968–1969 group of Freiburg alums are inviting other alumni to donate funds in honor of Professor Fabian. The goal is to create a scholarship fund for current and future Freiburg students. To establish an endowment in Professor Fabian's name we need to raise \$10,000. If we raise less than our goal, contributions will be placed in a fund with the purpose of supporting study abroad in Freiburg. Please send your donation to the University of Michigan, Department of Germanic Languages and Literatures, In Honor of Hans Fabian, 3110 MLB, 812 E. Washington St., Ann Arbor, MI 48109-1275.

If you are interested in information on the May 2008 reunion, please contact Barbara Wilson Foster at barbarawilsonfoster@hotmail.com.

Sturm Family Sets the Pace for President Coleman's New Challenge for Graduate Fellowship Support

President Mary Sue Coleman has created a new gift challenge program to enhance support for graduate students as a concluding phase of the current Michigan Difference Campaign. Every \$2 contributed for graduate support will be matched by \$1 from the President's Challenge Fund. The Challenge will apply to gifts to existing named endowments or expendable accounts, as well as to gifts that the donor requests be directed to the Department's graduate student fellowship fund. We are thrilled to announce DeVere and Zita Sturm have pledged a leadership gift to establish the Sturm Family Graduate Fellowship Fund. Their generous contribution will establish a new, permanent endowment for the Department and will be matched through the President's Challenge. Additional details will be forthcoming in our annual letter sent in early December. We urge you to consider contributing to the Sturm Family Endowment in the coming year. Funding is a key factor in helping graduate students decide

Donor Showcase

A Good Example Will Make Others Follow

In 1949 Laura's Ullman's grandparents and father emigrated from Holland to New York City after surviving the holocaust. As Laura was growing up, she and her family lived in both New York and the Netherlands. Laura's mother had attended the University of Michigan as an undergraduate and brought Laura and her siblings to campus for visits. Laura, who had attended a large high school, wanted to attend a college with a large student population as well. Thus U-M was a natural fit. She lived in Alice Lloyd Hall, and participated in the Pilot Program, which arranged courses through her dorm.

In her junior year, Laura took a Dutch language course to explore her family's heritage. She recalls that the atmosphere of the class was inviting, informal, and had less than 10 students. She was surprised to discover other students' reasons for enrolling in the course. The most memorable was a Divinity student who wished to learn Dutch so

that he could read original church transcripts. Two of her classmates were heritage speakers and had also spent time in the Netherlands. Although Laura felt she wasn't particularly good at learning the language, the atmosphere, diversity, and involvement of her classmates left an indelible impression on her.

When Laura Ullman Schwartz considered becoming a donor, she wanted to help develop courses for students to explore and learn. The Anne Frank course is a perfect setting. Laura knows that the legacy of Anne Frank continues to be relevant and important, and is glad to help promote tolerance. Today, Laura is an investment fund manager in New York City, and interacts with people from many different cultures and belief systems. She and her husband are proud sponsors of the Anne Frank Fund.

For more information on the Anne Frank course, please visit www.lsa.umich.edu/german/dutch/courses

"Good voorbeeld doet goed volgen"
(A Good Example Will Make Others Follow)



Anne Frank's diary has been translated into 67 languages, and a documentary on her life, *Anne Frank Remembered*, won an Oscar in 1996.



U-M President
Mary Sue Coleman

www.giving.umich.edu/where/presidents_challenge.htm

where to pursue their studies. We know that attracting these students is critical to the vibrancy of the Department and the future of German studies; you can make a difference.

The Challenge will run from September 1, 2007, and continue until \$40 million is committed in gifts or the Michigan Difference Campaign ends on December 31, 2008, whichever comes first. For this challenge, corporate matches for an employee's gift are eligible for a match if the money comes in within the designated time frame of the Challenge (\$40M raised or Dec. 31, 2008). Hence, we encourage you to make your gifts as soon as possible.



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Citizenship and National Identity in Twentieth-Century Germany, **Edited by Geoff Eley and Jan Palmowski**



This book is one of the first to use citizenship as a lens through which to understand German history in the 20th century. By considering how Germans defined themselves and others, the book explores how nationality and citizenship rights were constructed, and how Germans defined—and contested—their national community over the century. Presenting new research informed by cultural, political, legal, and institutional history to obtain a fresh understanding of German history in a century marked by traumatic historical ruptures. *From ShamanDrum.com*

Geoff Eley is the Karl Pohrt Distinguished University Professor of Contemporary History, and Professor in the Department of History, and Department of Germanic Languages and Literatures. Jan Palmowski is Senior Lecturer at King's College, London.

Join us for the 24th Annual German Day—Friday, March 14, 2008

The theme is “Die 68er,” as it relates to those who were part of what is called by some historians as the first worldwide rebellion, or global revolution. The images below are from German Day 2007.

