

GLLS

Newsletter

Letter from the Chair2
 Faculty Focus3
 In the Classroom.....4–5
 Graduate Student Focus6
 Outstanding Achievement7
 Dutch Studies8
 Scandinavian Studies9
 Congratulations Graduates.....10
 Staying Connected11



Dear Friends,



Another academic year is behind us, and our Department is busting with success.

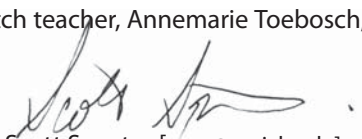
Two of our distinguished colleagues have now officially advanced to the rank of full professor: Julia Hell, my predecessor as Chair, and whose magisterial work *Ruingazing* on imperial reflections on history and decline will appear with University of Chicago Press, as well as Helmut Puff, soon to return from leading the Academic Year in Freiburg program abroad. Helmut continues work on late medieval and early modern studies, along with his strikingly original comparative work on city models across time periods. We congratulate them both. On page 7 you will see a picture of our colleague Andy Markovits donning the Order of Merit bestowed upon him by the Federal Republic of Germany. This highest of civilian honors is an extremely rare distinction, a kind of civil knighthood—and we think it honors the country that delivers it to have recognized his contributions in this remarkable way. He has also published yet another book, this one in German on the topic of sport as a motor of both social emancipation and discrimination. Johannes von Moltke's edited collection of key film theorist Siegfried Kracauer's American journalism is just out, and is bound to get a great deal of attention. Our relatively new faculty member Peter McIsaac has edited a special issue of the journal *Seminar on Science and Utopia in German-speaking Europe*. Professor Vanessa Agnew has won an additional Humboldt Foundation grant and will be a visiting scholar at the end of this year at the Max Planck Institute for the History of Science in Berlin.

This spring and summer we are hosting two major workshops. The first, the Transnational German Studies Workshop, brings a dozen international graduate students together with students and faculty here to explore different ways in which scholarship on German culture goes beyond the boundaries of Germany and Austria. The German Film Institute, which we have hosted biennially since 2004, brings young scholars from across the country to exchange ideas in an intensive week of screenings and discussions, this year focusing on "The Cinema of Crisis: German Film 1928-1936." Thanks to Kader Konuk and Johannes von Moltke for organizing those.

We have a bumper crop of four graduate students coming in the Fall—that counts as a bumper crop for a small program like ours—and their quality and breadth is really impressive: they will study and produce new, original research in German literature and history, film and sexuality studies, exhibition culture and postwar aesthetics.

We wish to publicly thank the Sturm family for initiating a five-year pledge in support of the Student Global Experience Challenge. We are deeply appreciative and celebrating the recent completion of their pledge for the Department's first fully-funded graduate fellowship. In this first year when the fellowship will be awarded to our incoming graduate students, two of the students will split the fellowship for one term each. Fellowships such as this one enable the Department to recruit top candidates in the field.

With the end of this year, we sadly say farewell but not goodbye to the longtime coordinator of our Dutch program and until this year our sole Dutch instructor, Ton Broos. Ton has put his all into the program for 30 years, teaching Dutch language and developing exciting courses on Dutch culture and history in English, like the Anne Frank course and a course on Dutch Colonialism. He will be sorely missed as host of our regular Dutch Lunch, organizer of our annual DeVries-Vanderkooy Memorial Lecture in Dutch Studies, and father figure to the devoted undergraduates studying this language that is offered at so few colleges and universities. Less commonly taught languages like Dutch are always under scrutiny in a university environment that favors large enrollments, and it is a testament to Ton's commitment as well as that of this Department that we have been able to sustain a thriving program when others have closed. Ton is remarkable in other ways: while he was running all of this, he earned his Ph.D. and has published—and continues to publish—numerous books. These are large shoes to fill (I resist making a wooden shoe joke here)—but we are committed to continuing to support the program, and are happy to have shoes of a different style sported by another great Dutch teacher, Annemarie Toebosch, who is teaching Dutch for us at present, and whom I hope to tell you more about in our next issue.



Scott Spector [spec@umich.edu]

www.lsa.umich.edu/german

An Interview with Professor Frederick Amrine

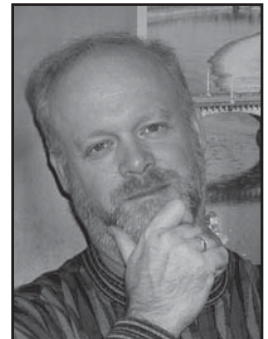
I've been pestering you for years; thanks for finally agreeing to an interview! I wasn't playing hard to get. The alums heard from me so many times—probably too many!—during all those years I was Chair, so I thought it would be good for them to hear some other voices. And of course my colleagues are amazing people.

You are now one of the longest-serving members of the Department. When did you come to U-M, and how did you get here? Don't remind me! It makes me feel old! I arrived here in 1986 under exceptional circumstances. Michigan recruited me away from Harvard, where I had just been promoted to Associate. It was a very great surprise: I had studied here as an undergraduate, and I never imagined that I would return to Ann Arbor, especially since my work was so close to that of my undergraduate mentor and friend, the great Goethe scholar Alan Cottrell. But then Alan died of cancer tragically young, and I was hired to be his replacement. It moved me deeply that the Department thought I could step into his shoes. We were expecting our second child when we moved, and then he was born very early – only a couple weeks after we arrived. An eventful time! We love Ann Arbor, and U-M has treated me very well indeed. No place I'd rather be.

Who had the biggest influence on you? My wife! She has managed to civilize me to a degree none of my other relatives thought possible. But you probably meant intellectual influences. I have learned from many outstanding teachers over the years, starting with my high school German teacher, Brigitta Rauer. An astonishing woman. She may be the best teacher I ever saw anywhere other than my wife, who has a national reputation as a master teacher. And I had the good fortune to have worked closely with Nicholas Boyle while at Cambridge. He was just beginning what has become quite an illustrious career in Goethe scholarship. Dorrit Cohn gave me outstanding training in literary theory at Harvard, where I was also able to study with Dieter Henrich, who was and probably still is the world's greatest authority on German Idealism. But the most influential of my teachers was doubtless Alan Cottrell, who instilled a deep love for Goethe, and introduced me to the work of Rudolf Steiner. I have many intellectual interests—Spinoza and Deleuze are recent passions—but I would have to say that Steiner and Owen Barfield contributed most to the formation of my own thinking.

You've won several awards for teaching. What's your pedagogical philosophy? Yes, that has always been very important to me. I'm especially proud of the Thurnau Professorship: it's the only academic honor that I ever coveted. Because I was

Chair and obviously wasn't going to nominate myself, the Dean's Office put forward my name and mounted the case—quite an unusual and wonderful thing. Not sure I have a pedagogical philosophy per se, but students tell me that my courses are unconventional and very challenging. I like hearing that. Hard to characterize the way I teach in a few words, but let's just say that I try to put things into large, rich, interdisciplinary contexts, and that I aim high. I think it's okay if some things go over some students' heads initially; what has often happened is that they get in touch years later to say, "I didn't get it then, but that issue came up over and over, and now I really get it thanks to the foundation you laid."



What are some of your current projects? I'm just beginning a sabbatical, during which I hope to finish up two books, one on Goethe in the history of science, the other on four versions of Faust—Marlowe, Goethe, Mann, and Bulgakov. I've been working on both for years: many parts are done, so now it's time to complete these projects. My research agenda suffered terribly all those years I was chairing and otherwise trying to build up the Department. I don't regret having devoted so much time to administration, but now I really need and want to write.

What's your vision of the future of the Department? The current configuration has my fingerprints all over it, so I've had my say, and that's for the younger people to decide now. For what it's worth, I think that the future of German Studies is going to be very challenging for units that haven't seen the writing on the wall: the end of the Cold War, the unification of Europe, the globalization of the economy with an inevitable shift towards Asia, the extinction of heritage speakers, and the relentless closure of high school German programs all dictate that the field needs to change radically in order to survive and prosper. We changed ourselves radically, and we are prospering. But I fear that even programs such as ours are going to run up against insuperable obstacles. I'll end with a controversial assertion, with which many of my colleagues might disagree: In the long run, German departments will have to look more and more like good Classics programs. There will be small numbers actually studying the language, but potentially large numbers of students studying the intellectual and cultural history in English. German Studies and Classics are both fortunate in that they own priceless intellectual real estate.

Singing in the New Year—*German in Song*

By Vicki Dischler



Students perform at their final *German in Song* concert. The concert, “Sing mal wieder: eine Feier deutscher Musik”, can be viewed at <http://vimeo.com/41162513>

Music is a powerful tool for language acquisition. Instructors at all levels use music in teaching German. I designed my *German in Song* course to embed into memory German language structures and phrasing through the medium of song, while dissecting the music for its historical and social context. As a lifelong performer of music, I wanted to involve students in the effort—and fun!—it takes for any group to work together to create a repertoire. I had been attending the concerts of various excellent a cappella groups on campus, which inspired the creation of *German in Song* (326).

My class design included an innovative format of student collaboration. For example, after singing each song, the students voiced ideas on how to modify the arrangement to facilitate their learning of language and music performance. Students studied relevant music terminology and were able to express their contributions exclusively in German. The culmination of the course was a public end-of-semester concert. My students came from a variety of musical backgrounds, including music concentrators, and experience with other choirs or bands. There was a great deal of talent in this unique group.

Students prepared for the singing portion of each class period with canons for three to five voices, then moved into more complicated pieces. The

semester began with students learning songs by the Comedian Harmonists, a German vocally-focused harmony ensemble that performed between 1928 and 1934. It was a great challenge to emulate the blended harmonies and instrument sounds of this witty group. I applied for and received a grant from Arts at Michigan. This allowed class members to attend Max Raabe and the Palast Orchester at Hill Auditorium on March 10, where we experienced songs from this era, including some that we were working on. We continued with works by Mozart, Schubert, and contemporary songs by the Wise Guys, an a cappella band from Cologne who sings about personal and political aspects of modern life. The potency of music for mastery of language was obvious as students often left the classroom singing and claimed to have the songs in their head “all the time”!



Practicing Experimentation—*History of German Science*

By Tonia Gooden

Scalpels, brains, dissections, lab reports and skulls are no longer mutually exclusive from my German language experience. *History of German Science* was a fantastic collision between my German studies and my Pre-Med track. Being Pre-Med generally means that I take a lot of science courses and not much else because for Pre-Meds every class counts.

Thankfully as a German concentrator I have been able to branch out from the normal chemistry, biology and physics and take courses such as *History of German Science*. This class catered to my Pre-Med urge of wielding a scalpel, but also my

intense interest in Germanic studies. Vanessa's (Agnew) class pushed me to think critically about German scientific experiments and encouraged me to pursue an individual research project towards the end of the term. This class has inspired me to put away the textbooks and consider science in its most active and purest form—experimentation. Through this class I have reinforced my love for scientific investigation both past and present. In turn this has perpetuated my yearning to complete my German Honor's thesis on a science related topic and provoked consideration of becoming a doctor here in the United States and then practicing in Germany.



Yourui Yeo, 2012 Honors Convocation Speaker on Travel

"Far more important than merely sending all our students out into the world is to cultivate openness in their minds and hearts. With it, we can truly become citizens of the world. Without it, we can be out travelling the world without leaving the cages of our minds."

— from Yourui Yeo's Honors Convocation speech

Yourui Yeo ('13) was chosen to deliver the 89th Annual Honors Convocation speech. She is a double major in economics and organizational studies with a minor in German. She was also a Max Kade resident and came to U-M from Malacca, Malaysia. Fluent in English, German, Malay, and Mandarin, she facilitates international understanding through her academic and extracurricular activities. Last summer, she interned in Bonn, Germany, where she helped promote German and U.S. intern exchanges. She also contributes to leadership programs for international audiences as a research assistant with the LEAD Research Group at the Stephen M. Ross School of Business. Among the honors she has received are scholarships for tuition from Shell Malaysia and for room and board from the Telluride Association. She directed the popular Malaysian Cultural Night '12, teaches English to Chinese senior citizens, and is passionate about Argentine tango. Following graduation, she plans to gain experience in the consulting industry and eventually join an international nonprofit. Below is Yourui's response when asked about her own interest in travel.

Maybe because Malaysia is such a small country, I was brought up with the assumption that travelling is a part of adulthood. That is, my parents implied in many ways that when I grow up I will spread my wings and leave our little bubble to explore the world. So I don't know if I have always "wanted" to travel so much as I "needed" to. However, spending a year abroad in Germany was the first time "travel" crystallized from an abstract concept into my concrete reality. I couldn't believe how much there was to learn—about myself, about my home country, about the new country and about the bigger picture we all fit into. I grew a lot from that experience and craved for more, which is one of the reasons why I'm studying in the United States now. But yes, beyond this, I would absolutely want to incorporate travel into my career. In fact, it is one of the biggest criteria I have for my

career—I want to be able to grow and become a true global citizen. However, I must note that, for me, the value of travel doesn't come from the physical distance we traverse, but the amount of knowledge we gain. This spring break I went on an alternative spring break trip with the Telluride House to Detroit, just 45 minutes away, but that experience was incredibly eye-opening. So this goes back to my speech—I think travel only becomes meaningful and valuable if we can reflect on it and learn from it. I love to understand how things work, especially how people work, so travelling is one of the most effective ways to do that, especially since large contrasts in culture clashes are easier to notice. But ultimately, I think my travels taught me to see "where these people are coming from" by literally inserting me into the place from which they came.

Of Forests and Trees: Writing the Dissertation By Seth Howes, PhD '12

After I defended my dissertation prospectus in the winter of 2009, it took me a little while to realize a hard, if fundamental truth: dissertations, sadly, don't write themselves. That my dissertation would focus on punk rock as a Cold War culture of divided Germany was clear, but how I would bring it into existence was still an open question. After weeks of schlepping books back and forth from the library, writing and rewriting outlines, I decided that a global approach wouldn't do. The emphasis had to be on process, not end result: 500 words a day, every weekday, no excuses.

After my initial period of indecision, turning the dissertation into a daily grind did the trick. The pages started piling up, and a chapter appeared about once every three months. The first chapter, on East German understandings of the structure of historical time, was supplemented by one which examined critical theories of punk. A third soon followed, on the punk poetics of the postmodernist poet (and Stasi collaborator) Sascha Anderson. My fourth chapter focused on punk uses of East German space. After a little more than a year, I'd completed a rough draft of the dissertation.

But absent an argumentative architecture which tied these chapters to one another, I didn't have a dissertation. Rather, I had a two-hundred page document comprising four distinct, unintegrated

parts. The answer? Reframing each chapter as an examination of a different mobilization (or rethinking) of the concept of the avant-garde, which had been a peripheral one for my own work but a central one for punks themselves, and for their critics. Given the financial assistance of a Rackham Predoctoral Fellowship, and an extra year's patience on the part of my committee, I approached this task like the initial drafting. Every day, I'd come into the office and revise two of the two-hundred-some-odd pages I'd written. Bringing in some additional secondary sourcing, and subtracting extraneous phrases, I eventually submitted a document which was about the same length as the first draft I'd completed the year before. This version, however, was outfitted with twice the footnotes, included analyses of a range of new texts, and boasted an argumentative framework into which each chapter could fit.

My dissertation defense, scheduled for 11 days after I submitted the final draft, took the form of a conversation not only about the advantages and disadvantages of the document as it currently existed, but as a discussion of where I might go from here. New arguments were proposed, new approaches examined as old ones were thrown out; while I left the examination with a million things to think about, I also left enormously encouraged, interested only in getting back to work.



Seth Howes

Markovits Honored with German Order of Merit

By Maryanne George

Andrei Markovits, Arthur F. Thurnau Professor and Karl W. Deutsch Collegiate Professor of Comparative Politics and German Studies, received the Officer's Cross of the Order of Merit of the Federal Republic of Germany from Consul General Onno Hueckmann on March 14, 2012.

The award, given at a ceremony at the German Consulate General in Chicago, is one of the highest distinctions Germany bestows upon private individuals, whether German or foreign.

The Order of Merit, instituted in 1951 by Federal President Theodor Heuss, is the only honor that may be awarded in all fields of endeavor to individuals for services to the nation. The award recognizes achievements in the political, economic, social or intellectual realm and for all kinds of outstanding services to the nation in the field of social, charitable or philanthropic work.

"Your mentoring and support of German academics who come to the U.S. to do research is unparalleled," Hueckmann said during the ceremony. "You have shown this steadfast commitment to your fellow colleagues throughout your career and across the many institutions with which you have been affiliated.

"Your service to furthering the world's understanding of Germany is extraordinary. You have been a beacon for all things German, not only in the American Midwest but throughout the U.S. and across the globe. With your outstanding dedication as a scholar and a teacher, you have fostered the German-American friendship and understanding."

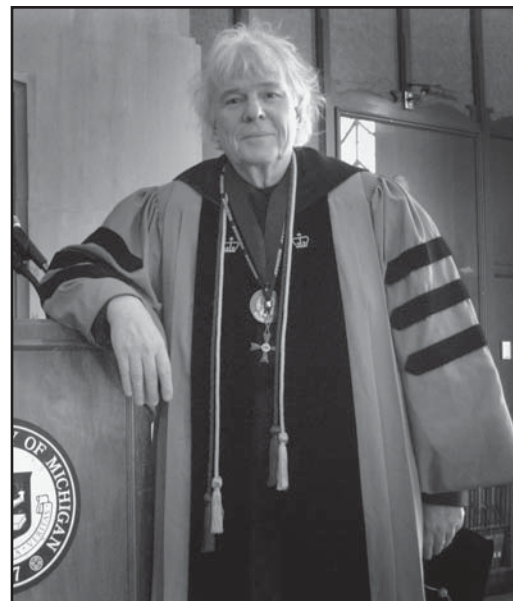
Markovits, who also holds appointments as a professor of political science, Germanic languages and literatures, and sociology, said he considered the award "a great honor."

Professor Markovits is the author and editor of many books, scholarly articles, conference papers, book reviews and newspaper contributions in English and many foreign languages on topics as varied as German and Austrian politics, anti-Semitism, anti-Americanism, social democracy, social movements, the European right and the European left. Markovits also has worked extensively on comparative sports culture in Europe and North America.

His latest book on that subject is entitled *Sport: Motor und Impulssystem für Emanzipation und Diskriminierung* (Picus Verlag, 2011). Written in German, the book delineates Markovits' long-held arguments on sports in North America and Europe, particularly in terms of their representing forces for emancipation, meritocracy and progress, as well as discrimination, prejudice and exclusion.

Markovits was born in Romania and speaks several languages including German, Hungarian, Romanian, French and English. After coming to the United States, he earned five degrees at Columbia University in New York, including a doctorate in political science.

He was a research associate at Harvard University and taught at Wesleyan University, Boston University and the University of California, Santa Cruz before coming to U-M in 1999.



Professor Markovits wearing his distinguished regalia at the 2012 German commencement.

Reprinted with permission from *The University Record*

Dutch is an Exiting Alternative! Farewell from Ton Broos



Michiel van Kempen and Professor Broos with the DeVries-VanderKooy Memorial plaque in 2009.

I remember that I once made a flyer with the slogan “Dutch is an exciting alternative.” Unfortunately I had spelled the word ‘exciting’ without a ‘c’, so you can imagine my embarrassment. It was in fact applicable to my situation today, as the golden years have arrived and I have become a grey wolf in sweat pants.

Teaching Dutch has changed over the years; one notices that the students read less and have a shorter attention span. This is not necessarily a bad thing, as I see a great future for interactive communication with

virtual reality, or greater possibilities in travelling abroad, even if only in Skype format. We have had great students over the years, with several of them finding jobs in fields like art history, anthropology, and history. Hopefully many students will think back to their Dutch classes with a smile. Last week one of my students returned a book she had borrowed eleven years ago. I will miss the students.

You get the strangest questions and requests when you are the one-eyed king rowing in his own Dutch pond. A few weeks ago I was asked to evaluate and translate someone’s kickboxing ability. Who knew that there is a special Dutch way of kicking? I remember one of my first U-M students asking if

I would be giving quizzes. I answered ‘perhaps,’ thinking of Jeopardy rather than tests. One of the more extraordinary requests was to sing a favorite Dutch song over the telephone, to be recorded and played at the funeral of Martin Zwart. We met at a conference in Newfoundland, he was a fine and unique gentleman with an incredible sense of humor. Because of him, we have Kaleidoscope, a poetry anthology with CD and we are able to provide scholarship support to students who wish to study in Holland.

One of my proudest moments was when Laura Schwartz and her husband decided to help fund teaching of the Anne Frank course. She was among my very first students. I am not sure whether I taught her Dutch as I should since I was teaching by the seat of my pants. I had studied Dutch in Amsterdam, but there was no such thing as Dutch for foreigners.

I have the most rewarding memories of the DeVries-VanderKooy Memorial Lectures—those evenings with absolute top notch speakers. We have had so many interesting speakers and writers-in-residence over the years—and I am not just referring to the more famous ones.

I intended to stay three years, but stayed for 30. Silly questions seem to come up as soon as you announce your retirement. The one most frequently asked is, “*What you are going to do?*” As if I can sit brooding behind the geraniums watching the world go by. Most retirees can’t wait to tell you how happy they are and how little free time they have. Well, I hope to have a lot of free time and do whatever I like which might include a new edition of an 18th century Dutch ‘robinsonade’ or a book on Anne Frank. I may also dig in the LRC’s archive to reconstitute the interviews I did over the years with many Dutch writers. There are always articles to write as well.

continued next page

Scandinavian Studies

Scandinavian Update

By Johanna Eriksson

Our yearly exchange with Campeon Frigymnasium in Helsingborg occurred in February and March. The U-M students, in their fourth semester of Swedish, had a great week in Sweden. Hosted by Swedish families, they experienced Swedish family life, high school, Lund University, and the cosmopolitan city of Copenhagen. In exchange, the Swedish high school seniors had a warm and sunny March week with us in Ann Arbor. Together, students explored U-M, and local high schools who had invited us to attend several classes and provided a tour of the school. Students got to know Ann Arbor and downtown Detroit, where a group of students, in addition to sight-seeing, took part in the Greening of Detroit and planted trees at inner city elementary schools.

This semester, we congratulate graduates Katie Knapp and Collin Wassell. Both minored in Scandinavian Studies. Katie spent one semester at Uppsala University, and will continue her studies at U-M, in the Urban Planning Masters program. Collin spent last summer at Vadstena Opera

Academy, and will return again this summer to complete his work on an opera that is based on the play "Blod" by Swedish playwright Lars Norén. In the fall, he plans to continue his studies at Gotlands Tonsättarskola, a unique school for composers.

This summer, the Scandinavian Program is sponsoring four students as they travel to Sweden to study and do internships. Tessa Wiles will study Swedish at Uppsala International Summer Session (UISS); Tim Lilienthal will take part in historical reenactment at Fredriksdal's Open Air museum in Helsingborg. Ari Brown, who has studied Finnish on his own, has secured an internship in Urho Kekkonen National Park in Finland, where he will be able to explore the country as well as enhance his Finnish language skills. Finally, Olivia Sieracki plans to spend her summer at Helsingborg's Main Library. We are very grateful for the donations from The Highfield Foundation, SWEA Michigan and the Jenny Lind Club, making these valuable experiences possible for our students.



From top: Olivia Sieracki, Ari Brown, Tessa Wiles, and Tim Lilienthal

Please Join Us! August and September: commemorative exhibit & event in memory of Swedish architect, businessman, diplomat and humanitarian Raoul Wallenberg. He would have celebrated his 100th birthday this year. Organized in collaboration with the Raoul Wallenberg Committee, the honorary Swedish Consul Lennart Johansson and local Swedish organizations.

In **November**, we will arrange a Scandinavian concert at Kerrytown Concert House, together with Katri Ervamaa from the Residential College. **Please watch the GDS website for event listings at www.lsa.umich.edu/german/news_events.**

Farewell from Ton Broos

continued from page 8

Getting older is like Dutch cheese: it gets tastier when older, more mature, harder to cut and easily crumbling. The English translation of my last name in Dutch is 'fragile,' and that is what eventually will remain: a brittle person, fading away, until just the

name remains. For my successor I can give only this advice, which was given to the famous Dutch Renaissance poet P.C. Hooft when he visited Italy: "In Holland, too, Fame's summit can be climbed: by the steep Stairs of Integrity."

Congratulations Graduates



Ela Eylem Gezen, Ph.D. Her dissertation is titled, "Writing and Sounding the City: Turkish-German Representations of Berlin"



Courtney Glore, Ph.D. Her dissertation is titled, "Ruin, Restoration, and Return: Aesthetic Unification in Post-Socialist East Berlin"



Seth Howes, Ph.D. His dissertation is titled, "Punk Avant-Gardes: Disengagement and the End of East Germany"

Congratulations to Our Graduate Students



Concentrators

Casey M. Amsbaugh
Cassandra Marie Ballert
Cassandra Ann Basler
Jacqueline Irene Brand
Alexander Stephen Brown
Ross Jesse Burkholder
Lara Ruetzel Burt
Katie Marie Cavanagh
Lynn Renee Carrie Coleman
Blair Yvette Daniels
Danielle Kathryn Duchaine

Lauren Ashleigh Furey
John-Francis Grimes Gies
Kristen Hagemeister
Ryan Warner Iseppi
Christopher Kaufman
Brenton Robert Keeley
Joe Richard Klaver
Matthew Alan Kline
Stephen Thomas Krause
Alex James Kremzier
Emma Lauren Kriss

Rachel Christine Lum
Cory Messingschlager
Cole Alexander Miller
Melinda Mae Mosher
Meg Oerther*
Ruben Dario Perez
Adam Lorane Powers
Branden Trevor-Scott Prather
Michael Anthony Quail
Matthew Thomas Rumschlag
Alen Sabic

Heather Lynn Sanders
Andrew Michael Stinson
Hannah Rebecca Stocker*
Jacob Aaron Taylor
Yishi Wang
Brianna Morgan Ward
Nora Jean Weber
Stuart Clark Whalley
Katie Elizabeth Wood
Yubo Wu
Sarah Gabriella Zawacki
Maya Lynn Zimmermann

**Honors Program Student*



Minors

Daryl Lynn Alexsy
Alysia Marie Andrews
Kyle Alexander Banks
William Page Brown
Jennifer Lynne Buechel
Brooke Allan Burgess
Brittany Ashton Burr
Gregory Joseph Cairns
Julian Andre Carrasquillo
June Suk Cho
Christopher James Crachiola
Derek Austin Darket
Bridgit Anne DeCarlo
Noel Emilio Delgado Moreno
Rachel Elliott Deriso
Anton Alfred Dirnberger
Angela Feng

Nasiera Foflonker
Gaurang Krishan Garg
Marissa Elise Gawel
Rachelle Marie Hadley
Dustin Hahn
Elizabeth Katherine Hartig
Kimberly Ann Haupt
Michael Lewis Herrick
Scott Richard Hogan
Garret Sankey Huff
Kyle Brandon Humble
Grace Anne Ignarri
Victoria Tholl Jennings
Amanda Elizabeth Klein
Matthew James Kodis
Eva Lauren Kramer
Olivia Suzanne Kramer
Jonathan Andrew Krause

Anna Yulyevna Krayushkina
Jessica Ann Krcmarik
Andrew Mark Lamont
Eric Johan Leifland-Berntsson
Evan Lloyd Lindell
Elizabeth Anne McBride
Courtney Elizabeth Mercier
Meredith Merlanti
Aaron Michael Mills
Matthew Shane Mueller
Thomas Garfield Nicholls
Chelsea Adrienne Rebecca
Michael Anthony Kim Rizza
Ian Matthias Rust
Alexander Harry Schulte
Rebecca Stephanie Semel
Lorin Shirwani

Inga Marie Shoberg
Roxanne Shooshani
Kimberly Ann Siebert
Emily Katharine Sinn
Caitlin Nancy Spinweber
Allyson Rose Stieber
Ethan Matthew Stockdale
Ryan Christopher Thurmer
David James Tigges
Paul Robert Vought
Nicholas Matthew Waltz
Jacob Richard Wimmer
David Francise Wolfgang
Kyle Dean Wyatt
Ted Andrew Zaroff III

Staying Connected

Liebe auf dem ersten Blick

By Carol and Ken Zwick



LEFT: Thanksgiving, 1985, Aix-en-Provence. Ken and Carol traveled frequently to each other's "home" country and to other parts of Europe.

RIGHT: Sturgeon Bay, Wisconsin, 2011

When Ken Zwick (Engineering '87, LSA '87) and Carol Hollar (LSA '87) met in Professor Grilk's German 385 in the spring of 1985, they didn't know that their new friendship would develop into a lifelong partnership.

At the time they met, both had enrolled in Michigan's study abroad programs for the following academic year: Ken was headed to Freiburg and Carol to Aix-en-Provence, France. Ken was pursuing two degrees: a B.A. in German and a B.S. in Engineering. Carol was pursuing a B.A. with a double concentration in German and French.

While in Freiburg, Ken completed his German major, returning to Ann Arbor to finish his engineering degree. In January 1988, he took a job with the German engineering company, Bosch, and moved to Charleston, South Carolina. Carol, meanwhile, had graduated and taken a sales job with W. W. Norton, a publisher based in New York.

After a year in South Carolina, Bosch moved Ken to Bamberg, in northern Bavaria, where he designed gasoline fuel injectors. With complete language immersion, his German improved considerably. Even his Fränkisch, the local dialect, was passable by the end of his time there.

Both Ken and Carol were in Germany when the Berlin Wall came down in November 1989—Ken in Bamberg with Bosch and Carol on a short sales stint for Norton. Shortly after the opening of Berlin, Ken traveled to the former East Germany and simply drove across what had been one of the most heavily fortified borders in the world. In the year that followed, they made several trips together to former eastern bloc countries.

The couple married in 1991, when Ken left Bosch to attend graduate school at the University of Pennsylvania. He earned a Ph.D. in Mechanical Engineering and Applied Mechanics, and for the past thirteen years has worked in research at Kimberly-Clark, the maker of Kleenex. Now living in Wisconsin, he uses his European experience to forge alliances with the Kimberly-Clark's European team and has called upon his language skills generally while running experiments in Italy and Denmark.

For her part, Carol continues to work in publishing. "We may not use German every day," Ken says, "but we are always happy to have learned it and all that has come with it—living abroad, gaining an appreciation of other cultures, finding what it means to be a foreigner, and sharing this worldview with our three children. Studying German has enriched our lives."

The University of Michigan

The Department of Germanic Languages & Literatures

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

Chair: Scott Spector

Asst. Editor & Layout: Rachele Grubb

The Regents of The University of Michigan

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

Special Events

Eight Hundred High School Students attend 29th Annual German Day



www.lsa.umich.edu/german/aboutus/germanday

German Film Institute

The Cinema of Crisis: German Film, 1929-1936

May 20-26

Since 2004, Michigan has been hosting the biannual German Film Institute. This event brings together eminent scholars in the field of German Film Studies for a week-long seminar of screenings and intensive discussions. Institute topics have included Weimar cinema and its international connections and Young German Film and the legacies of

1968. This year's seminars and screenings will be devoted to the crisis years of the late Weimar Republic, the rise of Fascism, and the transition to sound. Screenings are open to the public, and the schedule is online at www.lsa.umich.edu/german/languageprograms/germanstudies/germanfilm.