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## Newsletter

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# Letter from the Chair

## Dear Friends,



At the end of the first half of the first semester in which I serve as Chair of German, Dutch and Scandinavian Studies (still formally known as Germanic Languages and Literatures), I am delighted to report that the Department is thriving, and I am optimistic about it continuing to thrive through challenges ahead. Our academic program is more vibrant than ever, taking a significant place in the general intellectual life of the Ann Arbor campus. My colleagues at other institutions continue to marvel at our success.

We have already hosted several outstanding public programs, including a symposium entitled “Mobility and Jewish Studies” on September 21st, featuring Martin Trembl (Director of the Center for Literary and Cultural Research, Berlin), speaking on the seminal art historian Aby Warburg; prize-winning modern German author Esther Dischereit reading her own poetic work on German-Jewish historical experience; and Israeli scholar Galit Hasan-Rokem lecturing on the figure of the historical image of the “wandering Jew.” Dozens of members from all over the U-M community and from the general public joined us for this. On October 13th, Anton van Kalmthout of Tilburg University (Netherlands) delivered the annual DeVries-VanderKooy Memorial Lecture. Professor van Kalmthout’s talk on “Illegal Immigration and Human Rights in the Netherlands” focused on the recent victory of populist elements of the Dutch electorate and its likely significance for the multi-cultural society of Holland. Chief among other exciting developments unfolding this term is the conference organized by many of our own students, “GEFÜHLSWELTEN: Affect, Culture, Community.” It takes place on November 11th and 12th. We hope you can attend, it’s going to be a good one—we’ve got a feeling.

At a time when state support for the university in general is more tenuous than in the past, we depend more and more on private support. We have received gifts for our undergraduate activities; our graduate students; and our German, Dutch, and Scandinavian programs. One new scholarship we are particularly excited about will benefit an incoming German student from Huron High School, and we have hopes to expand this program further. I hope our friends reading this letter will keep this and other opportunities for supporting the Department in mind, and contact me directly with any questions about how they can help.

After serving as Chair and Associate Chair, respectively, Julia Hell and Johannes von Moltke have begun working full-steam on their own scholarship this year, Julia at the Humanities Institute and Johannes on a Humboldt Fellowship in Berlin. Kader Konuk, who was just promoted to Associate Professor with tenure, joins me as Associate Chair of the Department, with special responsibilities to oversee the graduate program as well as the undergraduate curriculum. Professor Konuk’s new book, *East-West Mimesis: Auerbach in Turkey* came out in a beautiful edition, as did Andrei Markovits’s *Gaming the World: How Sports Are Reshaping Global Politics and Culture*, co-authored by Lars Rensmann, and Kerstin Barndt and Kathleen Canning’s co-edited volume *Weimar Publics, Weimar Subjects: Rethinking the Political Culture of Germany in the 1920s*. It’s a bumper crop of Michigan book publications.

The National Research Council released its ranking data of German graduate programs at American institutions of higher learning, and it is clear that Michigan’s standings have been steadily improving over the last decade, and that we are recognized as one of the country’s finest programs. This profile benefits our undergraduates, too, and is surely one of the reasons that we have more students choosing to concentrate or minor in German at U-M than at other colleges and universities. We have a lot to be proud of, and I’m looking forward to leading the Department as it continues to move forward.

Scott Spector [spec@umich.edu]

## Undergrad Connection

## Schöne Grüße aus Freiburg!!!

After successfully navigating the ever-evolving Frankfurt International Airport (a feat in and of itself) and dragging 100 pounds of luggage through the narrow isles of a high-speed train I finally arrived in Freiburg after a 10-hour journey. Located in southwestern Baden-Württemberg at



the foot of the Black Forest the scenery surrounding Freiburg is quite surreal. It is here in this city nestled in a valley surrounded by mountains, where I will be living for the next year. Freiburg is considered one of the most environmentally friendly cities in Germany and is the definition of waste not, want not. Crowded with bicycles and littered with tracks from street-trams, the city center is refreshingly void of automobiles. The sheer volume of recyclable materials has also been a welcome change. Subtle cultural differences surface every now and then, however, the transition to a German lifestyle has been fairly smooth. I have traded Saturdays at the Big House for evenings at the soccer field exclaiming my newfound devotion to SC Freiburg and weekends are filled with hiking excursions in the Black Forest. The aspect of life in a German

By Lauren Furey

dorm has probably presented the most amount of change. Living and sharing a flat with seven roommates from around the world I have been able to experience an array of cultures right at home and the feeling of community has been a great comfort. One of my best experiences so far was attending the 200th anniversary of Oktoberfest in München. Not really knowing what to expect, the hundreds of thousands of people at Oktoberfest was almost incomprehensible, however, singing "Sweet Caroline" in a Bierzelt with hundreds of others was truly a once in a lifetime experience. Although Oktoberfest has been my most memorable experience, the little aspects of life here in Germany have been just as rewarding. Whether it's cooking dinner with roommates and discussing the environment and differences in school systems around the world; or being mistaken for a German and being asked for directions (which I am happy to say has happened three times already); or if it's a simple German movie night with friends—all of these experiences I know are going to define my year abroad and help to make this experience truly unique. My first few weeks here in Freiburg have been filled with new friends and exciting adventures and with classes at the University starting soon I know that the best is yet to come.



Two views of Freiburg

## Learning to Teach/Teaching to Learn

By Andrew J. Mills

Seldom does a university language department have the opportunity to give its students a chance to explore their budding interest in pedagogy while simultaneously supporting local high-school and middle-school language programs. Our newly-organized German 357: *Tutoring High-School German Students* course is the perfect vehicle for such a task. In this course, our students tutor high-school and middle-school German students in the Ann Arbor area. The tutors are selected for this course after passing an oral interview, in which they demonstrate the requisite language skills to assist young learners of German. The tutoring times are worked out so that they fit our U-M students' busy schedules—meaning that most of the tutors work in the high school or middle school during the day. This allows the tutors, many of whom are

exploring a possible interest in teaching, to directly experience a typical classroom environment. Aside from benefitting our own students, this course supports local German programs at no cost to local schools. German 357 also realizes our department's external outreach goals, which include informing local students about the possibilities our German department offers for them when they come to U-M. Schools we are currently working with include: Dexter High School, Hartland HS and Middle School, Huron HS, Pioneer HS, and Tappan MS. Student-tutors are required to keep a German-language record of their tutoring lessons provided, and meet with me once a week in the evening in our own classroom to review their progress and to exchange ideas and information about their experiences. Here are just a few of our students' reactions to the course:

Students of German 357: "Tutoring High-School German Students," assemble near Ingalls Mall fountain



My participation as a German classroom assistant at Ann Arbor Pioneer High School was not only a valuable experience, but beneficial to my personal development as a German student. Often working with a small group of students I had the freedom to prepare and present my own lesson plans pertaining to European and German culture and history. Conducting these sessions strictly in German benefited not only my language skills, but I was also able to witness the quick progression of the high school students in their second and third year of German studies. The flexible nature of this teaching program encourages students to explore various educational methods in order to adapt to different classroom settings and successfully communicate with students. By sharing my interest of all things German I recognized in myself a passion for teaching and was able to participate in a truly rewarding program.

—Lauren Furey ('11)

Tutoring German at Hartland High School to seven students once a week from February through April was absolutely a worthwhile experience. The students benefited from the specialized attention, better understanding and excelling in the lessons from the classroom, while I learned a few rudimentary skills and gained some initial experience in becoming an educator.

—Daniel Hefflebower ('10)

My experience working with students at Pioneer High School has been mutually beneficial. Personally, I find it rewarding to talk a student through a topic and witness their understanding and application of the subject matter. I feel that it's very important to give back to the community, and this course has allowed me to do so in an area where not many people have the skill set to provide the assistance that these students need.

—Lauren Palmer ('11)

## “Welcome Home” Max Kade House!

The Max Kade House has been home to undergraduate students for forty-four years. Throughout this time, Max Kade residents have embraced the companionship and passion of their fellow house mates. Students find that they have a lot in common with each other—speaking German, preparing for traveling abroad during Spring Break, and being too busy to attend all the social events within the Max Kade House, including weekly events like Deutschtisch, Kaffeestunden, and Filmabend.

Fall 2010 marks the opening of a new and newly relocated Max Kade House. The German speaking residence house was previously in Baits Hall on North Campus. Now it is in the recently completed North Quad residence hall, directly across the street from the Modern Languages Building (MLB) on central campus. North Quad is an innovative living and learning environment, with an international

emphasis. Residents enjoy the rich technological resources, sharing spaces with the Global Scholars Program, as well as the School of Information, Communication Studies, Screen Arts and Cultures, the Language Resource Center and the Sweetland Writing Center. Moreover, they have easy access to German classes and faculty in the Modern Languages Building.

Following are comments from some of the Max Kade House residents when asked what the best thing about Max Kade House is:

Max Kade Residents pictured below are (left to right) Blair Daniels, Josephine Au, Matt Rumschlag, and Emily Schapka



Best thing about MKH: Sense of community! Unlike other residence halls where people might not be very close with their dorm mates, the peeps at MKH interact frequently and have a lot of fun together, especially exercising our shared interest in German by speaking it! Also the spring break trip will be so exciting! I'm really looking forward to going back to Germany with everyone! I would absolutely recommend MKH to others, it's a totally different housing experience and a whole lot of fun! The rooms are awesome, the facilities are beyond awesome, what's not to like?

—Yourui Yeo

Definitely the people! We're mostly like-minded individuals, so we all get along very well. This really helps when you're trying to get people who know more German than you to proofread your papers! :) —Anna Y. Krayushkina

I'm a junior engineering student who is living in the Max Kade House for the first time. In my opinion, the best thing about living in the MKH are my fellow comrades living on the fifth floor. Having lived in



the residence halls for two years, I know how difficult it can be to make new friends even when they reside just across the hallway. In the MKH, though, an interest (or better put, a passion) for the German language and culture binds us together like a good German Brezel. It's a sense of community that I've missed through freshman and sophomore year. I can't wait for the spring break trip [...] as we explore the vibrant city of Munich. —Mark Rudolf

## Solveig Heinz Receives Rackham's Outstanding GSI Award

By Hartmut Rastalsky



Since she began teaching in 2006, Solveig has inspired her students with her enthusiasm, creativity, desire to help them succeed and expand their cultural and intellectual horizons. Their enthusiastic response to her teaching is summed up by a student evaluation for her Opera course: "Solveig was, is, and will forever remain AMAZING!!!"

Perhaps Solveig's most impressive achievement is the fourth-semester course she devised on German Opera. Based around the study of four operas (Mozart's *Zauberflöte*,

Weber's *Freischütz*, Wagner's *Fliegender Holländer* and Strauss' *Fledermaus*), the course introduces students to opera in general and to German opera in particular. It also provides them with an overview of relevant historical and cultural developments. The flexible course structure makes it accessible and interesting for students with or without a background in music. Student reactions have been tremendously enthusiastic. Solveig has published an article about this course, and has received emails from Professors around the country who are interested in sharing her materials.

Solveig brought the same creativity and energy to teaching the Scientific German course. She put together a wonderful roster of guest lecturers, including lectures on cosmology and a project for investigating supernovas, on psychiatry, and on neurology, and also including a planetarium show in Angell Hall. In preparation for the Psychiatry guest lecture, she put together a priceless set of patient-psychiatrist role play instructions in which the "patients" displayed symptoms such as gummibear addiction, uncontrollable fidgeting, tango addiction (Solveig is an avid tango dancer, and puts this to good anecdotal use in the classroom), and depression due to the impending end of the German course.

The wonderful, productive atmosphere in Solveig's classes is reflected in her evaluations. The comments abound with enthusiastic superlatives, and it seems fitting to end this article with a comment from a student who wrote that s/he had taken courses in three other language departments at the University of Michigan: "Solveig is an outstanding instructor—the best language instructor I've had. She puts 200% effort into each class session, and I have made it a point to come to every class because I always benefit...Solveig was always energetic and made students look forward to coming to class. She is very natural and gifted at teaching."

## Kathryn Sederberg Receives Frank X. Braun Award

—Given each year to the outstanding Graduate Student Instructor in the German Department—

Kathryn clearly loves teaching. She gets students to share her excitement about German, and she makes learning easy for them by presenting the material creatively and clearly. She loves sharing ideas with other teachers, and was a natural choice to be one of our two Graduate Student Mentors for the past two years. In this role, Kathryn also makes our departmental life more fun, getting people together for movies, baseball games, and parties—and she deserves another prize for being the department's best baker.

In the words of one of her students, "Kathryn was an awesome teacher! She was always willing to spend extra time on something that you were having trouble with. She always clearly answered any questions anyone had. I always liked coming to class early because she would bring in German books or other culture artifacts and talk about them with whoever was there before class started [...] I learned so much this semester, thanks!"



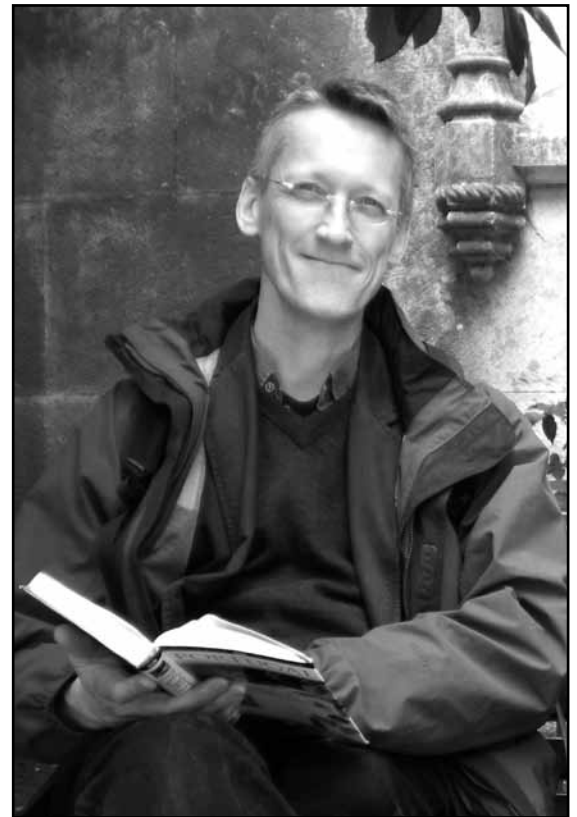
## David Östlund, Swedish Visiting Professor

Born in 1964 in northern Sweden, David Östlund has taught intellectual history since 1990, mainly at Stockholm University and Södertörn University. His teaching has comprised the whole Western tradition of thought, but also courses problematizing its canon. Östlund's research interests have taken two main directions, one theoretical and the other empirical.

In Sweden intellectual history (*idé- och lärdomshistoria*) has been an independent discipline since the 1930s. For decades its main focus was the history of science, and Swedish *intellectual cultures* in their struggles to adapt Great Thinkers abroad to local conditions. The research practice, strongly reflecting the *historian's* viewpoint, applied "contextualism" long before such terms gained currency. In several texts, e.g. a "manifesto" (stated in 100 theses) in the specialty's annual *Lychnos* in 1998, Östlund has attempted to bring out and sharpen the underlying theoretical assumptions of this anti-theoretical research tradition. The key claim is that our everyday talk of "ideas" actually refers to instances of a form of human action, not to a category of ethereal entities. Thus, "history of ideas" is the study of a certain kind of praxis in the past, especially of *processes of interaction* between people striving to articulate and solve historically specific problems, using the technologies of the written word (thus giving their actions an illusory nature of *things*).

The other strand in Östlund's research has mainly dealt with thought, on the one hand related to the advent of the modern business enterprise, and

on the other hand to "the social question" around 1900, and its forms of continuation thereafter. Östlund has compared this interplay in Swedish and American contexts, e.g. in his Ph.D. dissertation, *Social War and the Responsibility of Capital* (2003). A key point of reference is his discovery of the origin of the terminology of "social engineering": launched in the 1890s within efforts to professionalize what is today labeled Corporate Social Responsibility, it was relocated to political contexts in 1911. The notion of "social engineering" has recently become strongly associated with Swedish society. The background is the conspicuous role Sweden received in the world from the 1930s through the postwar decades: a *symbol* – vilified and celebrated – of a certain kind of modernity. Sweden was seen as the epitome of the consistently developed welfare state, as well as the epitome of industrial efficiency – founded on strangely peaceful relations between strong private companies and an almost completely unionized workforce. The contested images of modern Sweden have become a central issue in Östlund's research. This was also a main theme in the course on "the Swedish Model" he taught as a Fulbright scholar at Michigan in 2004, as it will be when he returns as visiting assistant professor in 2011.



Themes in David Östlund's research are introduced in English in "A knower and friend of human beings, not machines: The business career of the terminology of social engineering, 1894–1910", *Ideas in History*, 2007:2, and in "Our Preeminently Social Activity: Ludwik Fleck and Thought in History", *Ideas in History* 2007:3.

Abstracts are available at [www.ideasinhistory.org](http://www.ideasinhistory.org)

## 15th Annual DeVries–VanderKooy Memorial Lecture Presents Anton van Kalmthout

By Ton Broos



Professor Anton van Kalmthout next to the Kennedy commemorative plaque at the Michigan Union

Dutch and Flemish Studies in the Department of Germanic Languages recently organized its Fifteenth DeVries-VanderKooy Annual Memorial Lecture. In the past there were speakers from different backgrounds offering an interesting range of topics and speakers. There were Holocaust survivors, a famous poet, a member of parliament, a high court judge and historical subjects about New Amsterdam, Jewish Amsterdam, Rembrandt, Spinoza, Dutch Immigrants to the U.S., their memoirs, World War II, and Dutch colonies in the Caribbean. This

year we welcomed professor Anton van Kalmthout from the Law Faculty of the University of Tilburg in Brabant, the Netherlands. Interestingly, he started his studies in the classics, Latin and Greek, but widened his interest towards the law when during the Colonels' regime in Greece many classic Greek tragedies were banned. He published widely on international legal standards, legal procedures for immigrants, sanctions-systems, prisons, probation and criminal policy. He is a welcome guest on Dutch national television, a member of the European committee for the prevention of torture, advises the minister for justice of Surinam and is an honorary professor at Krasnoyarsk University in Russia. Thus we were delighted that he addressed a large interested audience with a lecture entitled "Illegal Immigration and Human Rights in the Netherlands" on October 13 at the Michigan League.

Among the audience were First-Year Seminar students from Dutch 160: "Colonialism and its Aftermath." The following comments from students

give an idea of the problems and intricacies that surround immigration in the Netherlands. Professor van Kalmthout also spoke of some immigration issues within the United States.

Zachary Weber observed: "The more interesting concept that was discussed was how irregular Americans and other immigrants are treated in the Netherlands. The term for America's equivalent for "illegal immigrants" is "irregular" in the Netherlands because they have not been found guilty of any charge. If, at any point, an irregular immigrant is asked for a proof of identification and they cannot present it, they go through a rigorous process that can [include a long] incarceration. [...] Overall, I really enjoyed this lecture."

Anthony Verkerke concluded after attending this lecture: "The Netherlands and the United States both have trouble with immigration. Both countries spend ample amount of time, resources, and money trying to remove and keep out immigrants. The Netherlands is doing this to protect their culture and tradition. By trying to keep immigrants out, the Netherlands is contradicting what their culture has always been about—tolerance. Tradition is important to Dutch culture, but it is also [future] tradition that tradition will change. Nothing can stay the same forever. The Dutch people will lose their culture if they attempt to keep people out of their country."

Following the lecture, our chair, Scott Spector, was presented with an updated version of our commemorative plaque which adorns the hall in our department. It was an extra treat that Professor van Kalmthout joined the weekly Dutch lunch and the Dutch 160 class the next day for additional discussions, both light and profound.



# Scandinavian Studies

## Scandinavian Students Abound Abroad

By Johanna Eriksson

The Scandinavian program is in the middle of a great fall semester. Nearly all our classes are full: First- as well as Second-year Swedish, Scandinavian Civilization and Norse Mythology. Third-year Swedish has an amazing group of six students, one of whom is applying for a Fulbright Scholarship to study immigration and integration in Sweden for the next academic year.

Several students minoring in Scandinavian studies have been to Sweden on study abroad or internships during the academic year of 2009-2010. Lindsay Preseau was the first University of Michigan student completing a year at Stockholm University, where she focused on linguistics. Lindsay enjoyed the university and the city life. She is planning to return to Sweden for graduate school. Katie Knapp had a wonderful winter semester at Uppsala University, exploring the vibrant student culture. Holly Williams and Andrew Gomes took part in a six week course at Uppsala International Summer Session, where they greatly improved their

language skills as well as cultural understanding. Finally, two of our students completed internships in Helsingborg, in the south of Sweden: William Petrich worked as an assistant at the main public library and Tyler Meese was placed at an open air museum called Fredriksdal where he got a chance to try out acting by being part of a historical play at the museum. The play was a vehicle for visitors of all ages to time travel to the 18th, 19th, and early 20th century. The students received generous and much appreciated scholarships from the Scandinavian Program. We are very grateful to all of our donors, notably the Highfield Foundation, who are helping our students in their exploration of the Swedish language and culture.

The Scandinavian Program is also pleased to welcome Professor David Östlund. He is returning for the Winter 2011 semester, thanks to a generous grant from the Barbara Osher Pro Suecia Foundation. David introduces himself on page 7.

Holly Williams



William Petrich



Andrew Gomes

Katie Knapp

Lindsay Preseau

Tyler Meese



## Dear Alumnus and Friends



A new school year has begun and as I'm writing these lines the campus is bathed in sunshine and warmed by a glorious Indian summer. The sun adds to the already good mood here on the 3rd floor of the Modern Languages Building. A few days ago, the NRC (National Research Council) published its new ranking of U.S. German departments, confirming our significantly improved standing and reputation (for more on this, see the Chair's letter in this newsletter). So it is no surprise that our undergraduate program once again boasts amazing numbers. We have 289 majors and minors, 50 of our students took summer German courses at Goethe-Institutes in Germany, and at least 20 students will study during the winter semester in Tübingen. These are astonishing figures that make us the envy of German departments nationwide. We are proud of this achievement, and we work hard to offer exciting classes that capture the interests of our students. But we couldn't do it without you. I am thrilled to write that we have just received the new Huron High Scholarship from an anonymous donor (see article on facing page), which will add to our amazing panoply of awards and fellowships. Let me list a few of the activities

your generosity made possible:

- 20 undergrads received scholarships to assist with internships abroad over the summer and 20 received scholarships to attend the Goethe-Institute (Sturm Endowment)
- 6 students received scholarships to assist with their study abroad program in Freiburg (Hubbs Endowment)
- 3 students received scholarships to study in Sweden over the summer and 1 student received support for an internship (Swedish Language Endowment)
- Ann O'Connor and Jonathan Martin received scholarships in recognition of their Honors Theses (Martin Haller Scholarship)
- Two students received scholarships to pursue their German studies in Tübingen (Arati Sharangpani Memorial Scholarship)
- One resident of the Max Kade House received the George Valenta Scholarship

As for our graduate students, they were generously supported by the Katharina and Kurt Bettsteller, Sr. Endowment (Jeff Luppés and Michael André), the Braun Memorial Teaching Award (Kathryn Sederberg), the Fries Endowment (Sara Jackson), and the Mun-Kyes Fund (Solveig Heinz). In each and every case, your donation has touched, even transformed, the lives of our students. *Thank you!*

Please keep up your support. As you know, these are difficult times for universities, and German departments, due to their relatively small size, are of course particularly vulnerable to budget cuts. Thanks, in large part, to the generosity of our friends and alumni, we are very fortunate to provide ongoing scholarships and prizes to our students. We need you.

With best wishes,

*Andreas Jägle*

# Staying Connected

## Huron High Scholarship

We are pleased to announce the commencement of a new scholarship fund for Huron High School graduates who attend the University of Michigan and study German during their baccalaureate career. The fund will award an annual \$1,000 one-time scholarship to a selected graduate of Huron High School who studied German for at least one year at Huron High and then completes at least 1 (one) semester of German language with a grade of C or better at the University of Michigan. The first scholarship recipient will be selected in spring, 2011 from Huron High seniors planning to enter U-M in fall 2011. The fund was initiated by an anonymous donor to encourage the study of German at Huron High as well as at the university level.

Huron High offers a four year sequence in German, allowing second-year students an option to receive accelerated credit. Huron High received top

rankings from U.S. News & World Report in 2008 and 2010. The school also received BusinessWeek's Great Schools Top Ranking in 2009. This fall, six Huron High students received perfect scores on their ACT.

Each academic year, approximately 10-25 Huron High graduates complete a German course at the University of Michigan. It is the department's and donor's wish to expand and ensure continuity of this award over the next few years. If you would like to contribute to this newly created scholarship please indicate "Huron High Scholarship Fund" on the fund description line of the annual end-of-the-year solicitation mailing you will be receiving shortly. Please encourage eligible students to apply, specific application instruction and materials are available from the department. Please call 734-764-8018 or email [german.dept@umich.edu](mailto:german.dept@umich.edu).

## Look Who We Heard From...

Victoria Joan Moessner, Ph.D. ('71) completed a translation from German of *With Count Pahlen's Cavalry against Napoleon: Memoirs of the Russian General Eduard von Loewenstern (1790-1837)* (Ken Trotman Publishing/UK).

She writes, "It is a beautifully done book intended, I believe, primarily for those interested in developing computer war games and for Napoleonic era aficionados. At some points I felt like I was fighting a Napoleonic skirmish over language and had to say I am translating not writing a thesis on the Napoleonic wars. Many of the German words taken into Russian are being used for the period in English. This results in "interesting" twists in

history on the Internet and in books. Following is an excerpt from the introduction:

"The German word Leib, taken into Russian, can be found in descriptions of the Napoleonic era military written in English. It is indeed sometimes mistranslated as "life" instead of "body." For readers not knowledgeable in German, Leib might be understood as a place name, which is the case with most of the names of military regiments, or mispronounced as Lieb, thus changing Body into Love. For these reasons Imperial or Royal depending upon whether emperor or king has been preferred."



Victoria Joan Moessner is Professor of German Emerita, University of Alaska Fairbanks. She currently resides in Ann Arbor and participates in the Annual German Day Event

## The Department of Germanic Languages & Literatures

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## 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 (ex officio)
Andrea Fischer Newman	

Join us for German Day!  
"Sport und Sportler in Deutschland"  
March 18, 2011



**Giving to  
German, Dutch, and Scandinavian Studies**



*Giving to the Department continues to grow. In these times of economic uncertainty and potential budget cuts, we are grateful to our many supporters and benefactors for their trust and gifts of support. The quality and diversity of the programs and opportunities we provide for graduate and undergraduate students would not be possible without this support. Please consider making a donation this year—watch for the End of the Year Campaign letter coming soon.*

- Katharina and Kurt Bettsteller, Sr.  
(German-American history)
- Frank X. Braun (grad teaching prize)
- Bronson-Thomas (ugrad prizes)
- Alan P. Cottrell (grad support)
- Dutch Studies Fund
- Hans Fabian Fund  
(Freiburg program support)
- Anne Frank Fund (Dutch course support)
- Marilyn Sibley Fries (study in Berlin)
- Lynn and Mark Gendleman Fund  
(study/research in German medicine)
- Otto Graf Endowment (grad support)
- Werner Griik Lecture Fund
- Martin Haller (ugrad thesis prize)
- V.C. Hubbs (study abroad in Freiburg)
- Huron High Scholarship Fund  
(German study)
- Max Kade (German language residence)
- Kothe-Hildner (ugrad essay prizes)
- Mechthild Medzihradsky (internships)
- Mun-Kyes (graduate study)
- Mildred N. Nelson Scholarship Fund
- Arati Sharangpani (junior year abroad)
- Strategic Fund (unrestricted)
- Swedish Studies Fund
- George Valenta Endowment  
(Max Kade House scholarship)
- Hermann Weiss/Charles Parton  
(unrestricted)
- Martijn Zwart Scholarship Fund  
(Dutch study abroad)