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Newsletter

Letter from the Chair2
Community Connection.....3
Faculty of Excellence 4–5
In the Classroom.....6
Graduation7
Dutch Studies8
Scandinavian Studies9
Faculty Focus10
Donor Showcase11



Letter from the Chair

Dear Friends,



It is my pleasure once again to share our news of the Department, although this time tinged a little with regret. After a three-year term I am now at the conclusion of my time in the Chair, and at the end of the summer I will be passing the baton to our colleague Helmut Puff. I am sure you will all want to join me in welcoming him to this important and extraordinarily rewarding task!

During the past academic year we had no promotions at either level to pilot through the College, although I am delighted to be preparing the case for tenure and promotion of Vanessa Agnew, which we hope to be sending forward to the College in December. Vanessa's book *Enlightenment Orpheus: The Power of Music in Other Worlds* is being published this year by Oxford University Press as part of a new series on the cultural history of music. During the current calendar year she has been in Berlin holding the Humboldt Foundation's prestigious Dr. Theo and Waltraud Michael Fellowship in Musicology. Kader Konuk has also been on research leave in Berlin, where she holds a fellowship from the National Endowment for the Humanities. During the

Winter Term George Steinmetz taught as a visiting Professor at the Ecole des hautes etudes des sciences sociales in Paris, and in 2007–08 he will be holding a Michigan Humanities Award. For the coming academic year, both Johannes von Moltke and Scott Spector have been awarded Fellowships at our own Humanities Institute, where our advanced Ph.D. student Jonah Johnson has also been appointed to a Fellowship.

I am proud to report that Johannes von Moltke also received the Modern Language Association of America Book Prize for his superb study of the Heimat film, *No Place Like Home: Locations of Heimat in German Cinema* (Univ. California Press, 2005). Also on the publishing front, in February of this year the University of Michigan Press published my jointly authored book with Keith Nield, *The Future of Class in History: What's Left of the Social?*

Another of our colleagues, Andy Markovits, has experienced a veritable gala year. Aside from publishing his own latest book, *Uncouth Nation: Why Europe Dislikes America*, Andy received the U-M's most coveted and prestigious award for teaching, the Golden Apple. Then to crown his year, he received an Honorary Doctorate from the University of Lüneburg in Germany. We congratulate him on these wonderful distinctions. As his colleagues in the Department, as well as in the University of Michigan more broadly, we are delighted to share in his reflected glory!

At the beginning of the past academic year I was appointed the Karl Pohrt Distinguished University Professor of Contemporary History.

During the past Fall Term we welcomed once again our distinguished visitor Pascal Grosse from the Humboldt University in Berlin, and I am delighted to report that he will continue returning to Michigan on the same basis for at least another three years. For the coming academic year we will also be welcoming Ulrike Weckel, who arrives fresh from a Fellowship at the European University Institute in Florence. Anna Guillemin will be continuing in the Department during 2007–08 as our Mellon Fellow.

We continue building our uniquely interdisciplinary graduate program, while our undergraduate program displays ever rising strengths. The extraordinary contributions of Hartmut Rastalsky, Kalli Federhofer, and Marga Schuwert-Hampel have made both our numbers of undergraduate students and their excellence the envy of German Departments around the country. Stacy Swennes and the Department's staff once again made German Day into a resounding success.

Our Department of German, Dutch, and Scandinavian Studies remains a wonderful place to learn, teach, and exchange ideas. We look forward to both a renewing summer and another superb year! Warmly,



Geoff Eley [ghe@umich.edu]

Community Connection

It's A Wrap! The 11th German Film Institute

The Institute, devoted to a continuing exploration of lesser-known films from the Weimar era, was once again a great success. Including the directors and organizers, a total of 27 participants from the U.S. and Germany convened for the six-day seminar. This year's group drew on Germanists, Film Scholars, Historians, and Art Historians. In keeping with the successful format of previous years, the Institute was divided into morning seminars and afternoon/evening screenings. Given the participants' broad and interdisciplinary expertise, the seminars invariably generated intense discussions at a high intellectual level. They were devoted both to advancing the research agendas in the field (which they did successfully, thanks to the impulses provided by the organizers and by the films themselves) and to airing pedagogical concerns regarding the teaching of German film.

The screenings were again divided into two categories: video and DVD copies were screened "internally" in the seminar room for participants only; 16mm and 35mm prints were screened publicly, with simultaneous translation of the intertitles for non-German speaking members of the audience. The resulting series of films offered an unprecedented experience for the general public. Attendance was excellent given the late summer timeslot, and audiences once again enjoyed the rare opportunity to view archival prints in mint condition; the University's own Film Projection Services ensured professional, smoothly run shows, giving viewers a first-hand glimpse of film history. Comments after the screenings were uniformly appreciative, and occasionally ecstatic.

Regarding the logistics of the event, participants were full of praise for the efforts of the organizing staff. They repeatedly expressed their gratitude at the warm welcome, the glitch-free running of the event, the hospitality at the Humanities Institute, and the overall suitability of the University of



Michigan as a venue for the GFI. The single drawback once again concerned the lodging arrangements. Multiple fire alarms at the Cambridge house throughout the week robbed participants of their sleep, and they rightly complained about the less than satisfactory response to their problems by the housing office.

Plans are underway for 12th installment of the German Film Institute, to be held at the University of Michigan in 2008; moreover, we have secured an editor from among the participants who will assemble a collection of essays on "Unknown Weimar" to be published by the "Screen Cultures: German Film and the Visual" series at Camden House. There could be no better proof of the enormous success of this event than the ongoing investment in the German Film Institute by scholars, the directors, and the sponsors alike. We thus remain grateful to all units and sponsors involved in making this event possible, including: the German Academic Exchange Service (DAAD); The Department of Germanic Languages and Literatures and its superb staff; The Department of Screen Arts and Cultures; The Office of the Vice President for Research; The College of Literature, Science, and the Arts (LS&A); the Institute for the Humanities; the Department of History; and Film Projection Services (FPS).

The 2006 German Film Institute theme was "Unknown Weimar II: International Connections"



The Enthusiastic and Fun-Loving Dr. Rastalsky

Your graduate degrees are in Mathematics and Comparative Literature. How did you decide to become a German language teacher?

In my graduate school years, I taught Calculus, Great Books, and German. While I enjoyed all three, I discovered that teaching German gave me the greatest freedom to find creative ways to engage and motivate students. I like the challenge of finding ways to present cultural and academic topics of interest to students in such a way that they can understand and discuss them with the German they know. In addition, it seems to me that, more than in almost any other subject, there is almost an obligation for a language teacher, not necessarily to be an entertainer, but to make sure that students are enjoying themselves as they use and take risks with the language. This obligation forces me to stay creative and playful, and comes with a wonderful reward: I continue to be surprised every year (and I think the students themselves are also often surprised) by the creativity that language learning brings out. High-points in this respect are the final video projects students create in our third semester courses, and the final role-plays students perform at the end of each first-year course.

Hartmut Rastalsky is responsible for the first- and second-year language program and the training and supervision of Graduate Student Instructors. He also teaches courses in Scientific and Engineering German.

Hartmut was born in Germany and grew up in Singapore, where his father worked as a journalist. He came to the U.S. for college and received degrees in Mathematics from Princeton and U-M before going on to complete a Ph.D. in Comparative Literature. His dissertation focused on Kafka, Beckett, and the Austrian author Peter Handke.

Hartmut wishes he had more hair, but likes to play with what remains. This picture was taken (in Ann Arbor) during the 2006 soccer World Cup.



How does the first- and second-year language program fit into the department's broadly interdisciplinary approach to German Studies?

When I became the Language Program Director, the department had already begun to replace some of our "traditional" fourth semester classes by "special topics" classes designed to give students the linguistic tools to begin pursuing their academic interests in German. One of my first tasks was to help complete this process, so that all of our fourth

semester sections now focus on special topics such as "Contemporary German Society and Business Culture," "Mathematical and Scientific German," "German Film," "Classics of German Literature," "Mozart's Magic Flute," etc. Our third semester courses have been correspondingly reorganized to address a broader range of topics, and we have been incorporating more extensive reading and a more thorough exploration of German culture at all levels of the first and second year program. The result has been that whereas in the past a German concentration was primarily attractive for students interested in literature and/or linguistics, it now attracts students from all disciplines.

Can you tell us a bit more about the pedagogical methods used in the elementary language program? How important is the use of technology?

Our fundamental goals are to maximize students' motivation and interest in German, to provide them with a multitude of opportunities to learn, and to help them learn as efficiently as possible. In class, this means providing lots of opportunities for students to speak in pairs and small groups, and this in turn means that students must come to class prepared, and in particular, that they must work through linguistic explanations on their own, so that a minimum of class time is spent listening to explanations from the instructor. To facilitate this, we have created an online grammar with extensive explanations, examples, and interactive exercises with detailed feedback, as well as a great deal of other online resources designed to help students

continued on next page

The Enthusiastic and Fun-Loving Dr. Rastalsky—continued from previous page

explore and learn about German language and culture. A growing array of online exercises helps students demonstrate completion of assignments efficiently. In class and for assignments, we use both zany and intellectually challenging exercises and activities to engage students. Reading assignments are accompanied by detailed notes in order to help students read more quickly and with better comprehension. Feature films are available for viewing online at students' convenience, so that we can now make much more use of this invaluable and motivating resource. Instructors' office hours, normally an underused resource, have been organized so that students can always find a German instructor in the Language Resource Center Monday through Thursday from 2-5 p.m., where they can ask for help with specific assignments. We also offer German tables in the residence hall dining rooms, German conversation hours, and film nights in the Max Kade German Residence. I read all of the end of term evaluation forms for the first- and second-year classes, and a measure of the success of what we have been doing is that complaints about the language requirement have almost completely disappeared from these forms, whereas a good number of students write comments to the effect that the German class they took reluctantly because of the requirement turned out to be their favorite course of the semester.

What's your favorite assignment?

We ask students in the first three semesters to complete a weekly or bi-weekly assignment called the "Language Learning Journal (LLJ)," for which they are encouraged to choose a German-related activity that they find enjoyable and productive, anything from reading a book or watching a movie to roller-blading with friends while speaking German or playing online games with German speakers, and to engage in this activity for 50 minutes and then to spend 5 or 10 minutes writing in German what they did. One of our most exciting current projects

grew out of this assignment: I've made recordings of the vocabulary for all of our elementary courses, and for one LLJ, a computer-savvy student submitted an mp3 in which he had set one of these vocabulary recordings to a catchy beat. We asked him if he would be able to do this on a larger scale, and are currently paying him to create such "musical vocabulary tracks" for all of our elementary courses, as well as a database program that will allow students to automatically generate "vocabulary songs" from any selection of vocabulary in the database.

You also teach two third-year courses on "Engineering German." Can you tell us about these?

One of the first courses I designed when I began teaching here was a fourth semester Scientific German course. We found that there was significant demand for follow-up courses at the third year level, and so I designed two "Engineering German" courses in which students read articles from a relatively detailed and well-illustrated book on "how things work," watch videos on technical subjects, take things apart and discuss what they find, and visit area companies with connections to Germany. These courses have turned out to be an excellent part of my job: they have expanded my horizons, and given me an opportunity to work with some truly outstanding students. My favorite student comment about these classes came from a student who wrote that "it's amazing how many times during my Mechanical Engineering classes this semester I have been able to say, 'Yeah, I know how that works...we studied it in my German for Engineering class.'"



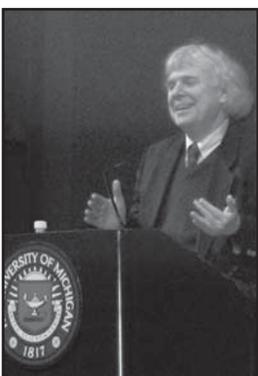
Hartmut next to the pool in Singapore in which he learned to swim in 1972.

Professor Markovits Receives Golden Apple Award

On July 4th, Professor Markovits was awarded the degree of Doctor of Philosophy honoris causa by the University of Lueneburg. Additionally he has also received the Tronstein Award for exceptional undergraduate teaching in the Department of Political Science. Professor Markovits is the Karl W. Deutsch Collegiate Professor of Comparative Politics and German Studies.



On March 15, 2007, Prof. Markovits' Sports and Society class was interrupted by the student organization SHOUT. The students presented him with the Golden Apple Award, the only teaching award at the University for which the awardee is selected by students. Prof. Markovits was deeply touched, and rendered speechless. This presentation can be seen on YouTube.com.



Professor Markovits received the 17th Annual Golden Apple Award, and presented his "last lecture" titled, *Sports as Culture on Two Continents: Metaphors for My Life*, on April 11.

Conferred annually since 1991 and administered by SHOUT (Students Honoring Outstanding University Teaching), the award and lecture have received national attention, and SHOUT has been the recipient of the national Saturn Corporation Award for Outstanding Campus Programming. Each fall, all U-M students are invited to nominate the teacher whose "last lecture" they would most like to hear. The awardee, selected on the basis of both the quantity and quality of nominations, is invited to give their ideal lecture—the lecture that the teacher would give if it were the last lecture of his professional career. Inspired by the teaching of the 2nd century Talmudic sage Eliezer ben Hyrcanus, who said that "people should get their lives in order one day before they die," the Golden Apple Award and Lecture are sponsored by University of Michigan Hillel and Apple Computer and cosponsored by more than 25 U-M academic units and organizations. The recipients are recognized on a plaque in the lobby of the Michigan Union.

Professor Markovits' "last lecture" was delivered on April 11, 2007. In attendance at Rackham Auditorium were more than 500 colleagues and

students. Welcome statements and introductions were done by Andrew Bronstein, Chair of SHOUT; Lester Monts, Senior Vice Provost for Academic Affairs; and Jonathan Trobe, Prof. Markovits' friend and Professor of Ophthalmology.

Professor Trobe provided a personal and historical perspective of Andy's life: Andy, son of Hungarian-speaking Jewish parents whose family was almost completely destroyed by the Nazis, was born in the West Romanian town of Timisoara in 1948 where he grew up trilingually, speaking Hungarian, Romanian, and German. In 1960 he and his father arrived at Idlewild Airport (later named John F. Kennedy Airport) in the process of immigrating to the United States. As they went through immigration, the young Andy was struck by the casualness of the agent listening to the broadcast of a Yankees game, all the while snapping and chewing pink bubble gum. Thus was Andy's introduction to America and her citizens.

The title of Andy's "last lecture" was *Sports as Culture on Two Continents: Metaphors for My Life*. He compared his Golden Apple Award to that of an MVP award, an Oscar, or a Heisman Trophy (which he admits, he fantasized about winning). Prof. Markovits' last lecture was indeed full of metaphors; he provided insight into his epiphanies, that, not surprisingly, occur at or around sporting events. For example, his realization that sports are the universal adapter between languages, and that rules—specifically sports rules—are not bound by time nor region. Sports are the connection between cultures, family members, and classes.

Prof. Markovits' connectedness and enthusiasm underscored his "last lecture" and reception. Surrounded by students, friends, and colleagues, it seemed that Professor Markovits had won the Heisman Trophy—or something like it.

Graduation 2007

Congratulations 2007 Graduates



Robert Felty, Ph.D.
"Context Effects in Spoken Work Recognition of English and German by Native and Non-Native Listeners"



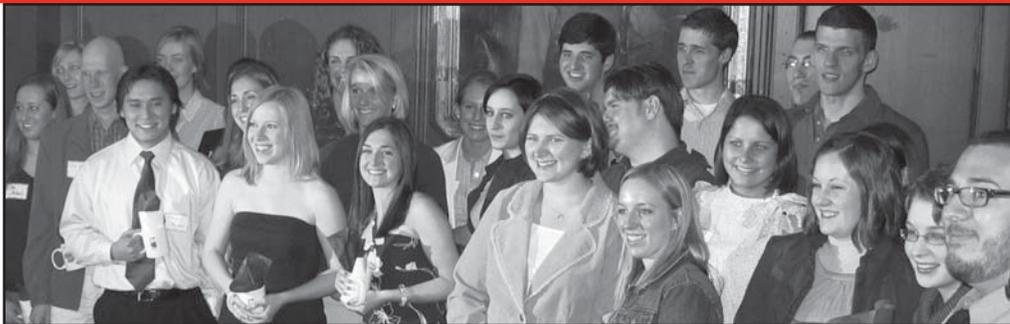
Avi Kempinski, Ph.D.
"The Muted I: Locating a Narrator in the Works of W.G. Sebald"



Ilka Rasch, Ph.D.
"The Return of the Red Army Faction (RAF): German Tales of Terror"

Concentrators

Ahearn, Caroline
 Anderle de Saylor, M.
 Angulo, Michael
 Assarian, Steven
 Bajrovic, Emina
 Bartula, Megan
 Becker, Benjamin
 Bergmann, Erich
 Bolerstein, Andrea
 Boulton, Kathryn
 Caster, Lea



Diesel, Erin
 Eaton, Megan*
 Eldred, Alex
 Geiger, Margaret*
 Goad, Bethany
 Harris, Stephanie*
 Hughes, John
 Jennings, Melissa
 Johnson, Julie
 Johnson, Michael
 Kariniemi, Lindsay
 Kayupov, Arman
 Kruz, Nicole
 Light, Caitlin*
 Lin, Yu Heng

Ma, Sabrina
 Mar, Kari
 Michaels, Ellen*
 Napier, Katherine
 Northenscold, Kirstin
 Pahami, Nevila
 Patterson, Stephanie
 Reed, Carie
 Roeder, Kathryn
 Spalding, William
 Sprader, Bethany
 Wilson, Daniel

*Honors Program Student

Minors



Alber, Phillip	Curtin, Sara	Gore, Amanda	Irrer, Kevin	Motz, Laura	VanderVeen, Nicholas
Alspaugh, Jessica	Daub, Katharina	Groth, Carlos	Jennings, Kolleen	Mueller, Amanda	Volkova, Galina
Bogen, Jeffrey	DeBartolo, Joanna	Guinn, Tia	Ladd, Bryan	Russell, Paul	Wang, Denise
Buchman, Kevin	Dombrowski, Kevin	Hainen, Matthew	Lawless, Emily	Schubert, Jeremy	Wilson, David
Cermak, Kristin	Dunnaback, Jeremy	Hamid, Noura	Lee, Yoo-Min	Sequerah, Cynthia	Wucherer, Eric
Chen, Sail	Dunseith, Stephanie	Hemmings, Brandon	Lynam, Garrett	Slivensky, Katherine	Zasadny, William
Colville, Michael	Eaves, Helen	Homuth, Brad	Miller, Rebecca	Thiel, Sarah	Zhu, Kevin

New Dutch Publications

Everyman—and its Dutch Original, *Elckerlijc*

edited by Clifford Davidson, Martin W. Walsh, and Ton J. Broos

"Faced with death's certainty—and the uncertainty of the time of its coming, particularly in a historical period of widespread plague and other afflictions—as well as the inevitability of the hereafter, what is one to do? *Everyman* speaks to this dilemma. . . The protagonist is one who, because he has laid up treasures on earth, has been in a position to do good deeds, but he has been very lax about it and instead has pursued enjoyment and wealth, the latter hoarded instead of being shared with the poor and needy. . . Now he must, as the medieval mystics knew, endure the solitariness of leaving behind all that has given him comfort in this world. . ."

"Though it is derived from the Dutch *Elckerlijc*, we can still say that *Everyman* is a superb work. . . We feel that it fully deserves its high reputation, but we also think that its origin in Continental theater deserves attention in the classroom, in anthologies, and in general in theater studies. . . For this reason we have provided the original Dutch text, with translation, and the English *Everyman* on facing pages in the present edition." —from the Introduction

2002 Interdisciplinary Conference on Netherlandic Studies (Ann Arbor)

The American Association for Netherlandic Studies is pleased to announce the publishing of the eleventh Interdisciplinary Conference on Netherlandic Studies (ICNS) proceedings. The conference was held June 6-9, 2002, at the University of Michigan in Ann Arbor, Michigan. The organizers have chosen to emphasize the multicultural aspects of the Netherlands and Belgium under the title "*The Low Countries: Crossroads of Cultures.*"



Elckerlijc, edited by Dutch Professor Ton Broos and Residential College lecturer Martin Walsh



We are extremely 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 join the Michigan Difference Campaign with your donation and designate one of the following funds on the envelope found in this edition of the GDS newsletter, or go to www.giving.umich.edu.

As you have read in this issue, many of our students and programs benefit from donated funds. The German Film Institute used funds to help support and present this popular scholarly event (page 3). Students benefit from your donation because it can provide them with the opportunity to study or travel abroad. This past year, we were able to subsidize nine students' travel to Sweden for an entire week of travel and cultural immersion (page 9). Our faculty and students use funds to enhance their research, publication, and expertise (page 8, 10, and 11). In this issue we feature George J. Valenta in our Donor Spotlight on page 11. Won't you consider contributing?

If you would like more information, or you are unsure of which fund is right for you, please contact me at (734) 764-3227.

Thank You,


Sheri Sytsema-Geiger

Scandinavian Studies

Spring Break In Sweden

For spring break, nine fourth semester Swedish students had the opportunity to go on a week long study trip to Helsingborg, Sweden, led by language instructor and Scandinavian program director Johanna Eriksson and lecturer Bjorn Anderson.

The nine students were hosted by families of Campeon high school students, our Swedish partner school since 2003. University of Michigan students appreciated the chance to experience everyday Swedish life: "My host family was one of the nicest families I have ever had the pleasure to meet. They treated me as though I was a member of their family and made me feel right at home," said Douglas Barritt,



Kyle Brickner and Johanna Eriksson at Campeon High

a senior majoring in Mathematics. Swedish host families chose which U-M student to host based on letters of introduction that the students wrote themselves. Another terrific match was made for Christine Stafford, who has her own horse here in Ann Arbor: "I was so happy that I was placed in a host family who had horses. It was great to ride though the forest in Sweden." Christine was also invited to travel with her host family to Gothenburg for a horse show.

At Campeon, the students were able to experience what school is like in Sweden. Campeon is a small charter school with 120 students in grades 10 through 12. Small independent schools like Campeon have become very popular in Sweden during the last decade. They are a reflection of how Swedish society is changing. The Michigan students were impressed with how attractive the

school was and thought the students had a very relaxed and open relationship with their teachers. Swedes and Americans were equally impressed with the other's language skills: "Nearly all the students spoke English very well and we were able to hold good conversations with us speaking in Swedish and them speaking in English." Several of our students commented on how they had gained confidence when they realized that the Swedes could actually understand what they were saying in Swedish.

Helsingborg is a coastal town of about 100,000 citizens. "It was a really wonderful town with lots to do. Even though we were only there for a few days I felt I could navigate the streets easily and I would love to go back again," one student commented. The group took the train to Lund and Copenhagen for day trips. For many of the students, this was their first trip outside of the U.S. and they really enjoyed the architecture and atmosphere of the old cities. Lund, for example, was founded more than 1,000 years ago.

The night before leaving, the Swedish students organized a traditional crayfish party, complete with snaps and songs, which are usually held in August. More in tune with the season, they became quite addicted to 'semla,' sweet buns with whipped cream and almond paste.

It is incredibly valuable to be able to take the students to Sweden to give them a chance to use the language and experience the country first hand. In May, our visit was returned by six students from Campeon and their English teacher. They were hosted by our students and had a fantastic time just one month before their graduation from high school.

We expect to continue our collaboration with Campeon during next academic year, continuing our exchanges and collaboration, and trading visits.

by Johanna Eriksson

Student travel to Sweden is made possible by the Swedish Language Studies Fund. This year's Major donors are Olof Karlström and Olivia Maynard; the Jenny Lind Fund; and the Swedish Women's Education Association.



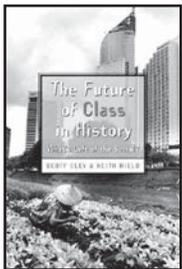
Christine Stafford by the Cathedral in Lund



Kayan Lam with her Swedish host My Becher

New Book Releases by Geoff Eley and Andy Markovits

Future Of Class In History: What's Left



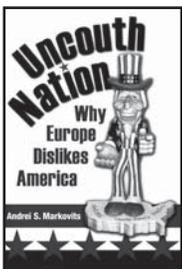
Unifying concepts are essential when studying history. They provide students and scholars with ways to organize their thoughts, research, and writings. However, these concepts are also the focus of myriad conflicts within the field. Social history has experienced more than its share of such conflicts since its inception some forty years ago. In recent times the fields of “the social” and of “culture” have sometimes been presented as mutually exclusive and even hostile. Once again, conceptual innovation in history has been cast as a closure by which the new drives out the old: in this case, cultural history radically displacing social history. *The Future of Class in History* analyzes the effect of the conflict that followed the “turn to culture” in historical work by examining the use of class and demonstrates how practitioners in multiple fields can collaborate to produce the highest quality scholarship.

From University of Michigan Press



Prof. Geoff Eley

Uncouth Nation: Why Europe Dislikes America



In addition to receiving the Golden Apple Award from his students, Prof. Markovits' most recent book is an in-depth look at Europeans' common antipathies toward the United States. Markovits traces evidence back to July 4, 1776, underscoring the fact that this has been building since the birth of the United States.

While George W. Bush's policies have catapulted anti-Americanism into overdrive, particularly in Western Europe, Markovits argues that this loathing has long been driven not by what America does, but by what it is. Focusing on seven Western European countries big and small, he shows how antipathies toward things American embrace aspects of everyday life—such as sports, language, work, education, media, health, and law—that remain far from the purview of the Bush administration's policies. Aggravating Europeans' antipathies toward America is their alleged helplessness in the face of an Americanization that they view as inexorably befalling them.

More troubling, Markovits argues, is that this anti-Americanism has cultivated a new strain of anti-Semitism. Above all, he shows that while Europeans are far apart in terms of their everyday lives and shared experiences, their not being American provides them with a powerful common identity—one that elites have already begun to harness in their quest to construct a unified Europe to rival America.

From Princeton University Press.



Prof. Andy Markovits

Donor Showcase

George Valenta is Uncharacteristic

In 1951 George Valenta came to the University of Michigan as a Regents Alumni Scholarship recipient. Discovering his aptitude and passion for language, he received a Bachelors in German, with a double minor in Russian and French. Even as an undergraduate, George was grateful for the scholarship that gave him the financial support to study at the University of Michigan, and planned to reciprocate when he could.

He spent his first post-graduate year at the University of Potiers in France where he studied German via French. During frequent trips to Mexico and South America he has also acquired fluency in Spanish.

Upon earning a Master of Science in 1960, Valenta worked as a speech pathologist/audiologist in Grosse Pointe Farms for 30 years before he retired in order to pursue his interests in theater and the arts. Since that time he has been involved with a number of theater groups, namely the Michigan Classical Repertory Theater (MCRT), Ann Arbor Civic Theater, and the Comic Opera Guild. Valenta appeared in a rare North American fully staged production of *Minna von Barnhelm* with MCRT (see photo at right).

He created and hosted more than 200 Hatha Yoga programs that continue to air on CTN cable channel 17 each Tuesday and Wednesday. He also volunteers at Matthaei Botanical Gardens, local Senior Centers, and continues to teach Hatha Yoga at Washtenaw Community College each semester.

The German Department is particularly grateful for his philanthropy—having now created three endowments within the University of Michigan, George Valenta has begun his reciprocity, in honor of his father. His endowment has provided scholarships to a number of students for housing at the Max Kade House, and will continue in perpetuity.



George Valenta
(1909–1964)



George J. Valenta



George Valenta (left) as Count Bruchsal with Patrick Morgan as Major von Tellheim and Amy Caldwell as Minna in Robert Bethune's production of *Minna von Barnhelm*, Riverside Art Center, June 2004. Production translated for the stage and directed by Robert Bethune. Photo by Robert Bethune.

George Valenta has been involved with the theater since his retirement more than 20 years ago. He acts, directs, sings, and is currently on the Board of Directors, as well as Treasurer of the Comic Opera Guild, a semi-professional theater company that performs English translations of classic French, Italian, and German operetta, and early American musical theater.

The Comic Opera Guild hosts the Victor Herbert Festival every summer. This year five Victor Herbert operettas were offered. The COG is now the leading authority on Victor Herbert with all productions offered on CD and distributed worldwide.

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Katherine E. White

Mary Sue Coleman (ex officio)

Governor Jennifer Granholm Presents Scholarships to U-M German Minors

Three of our students received scholarships for their internships in Germany through the German-American Chamber of Commerce. At the GACC Spring Reception, Governor Granholm was the guest of honor and congratulated Elena Azadbakht and Andrew Hanosh (a 2005 scholarship recipient). Amanda Sall and Laura Whitbeck (not pictured) were already in Germany and unable to attend the presentation. Laura Whitbeck's internship is at an Architectural firm in Dresden.



**Gov. Jennifer Granholm congratulates
Elena Azadbakht, who received an internship
at the German National Library in Leipzig**



Amanda Sall
Internship at
German Aerospace
Center in Cologne

www.cdsintl.org/fromusa/umich.htm

Germanic Faculty and Graduate Students gathered in May for a workshop themed "Performing in German Contexts." Prof. Andre [Women's Studies] and Prof. von Moltke [German] facilitated. Four students presented and discussed their research.

