
German Studies Association

Newsletter

**Volume XXXIII
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Letter from the Executive Director

Dear Members and Friends of the GSA,

This issue of the GSA *Newsletter* contains a mix of old and new. We are including a number of announcements, such as the results of recent GSA elections, a description of an important new interdisciplinary initiative, and a new prize competition – the SDAW prize – aimed at social scientists in the GSA. Another prize competition for graduate students was announced earlier. The membership also recently approved significant revisions of the by-laws; the complete text of the revised by-laws can be found in this issue as well as on the GSA Web site. We are continuing our practice of publishing articles that describe associations or organizations with which the GSA is closely connected. This issue contains an article about the American Association of Teachers of German (AATG), with which we share many members and common interests. And, because our Thirty-Second Annual Conference is taking place in St. Paul, Minnesota, we are also highlighting the Center for Austrian Studies and the Center for German and European Studies at the University of Minnesota. Sadly, we also include obituaries for two of our members, the late Professor Daphne Berdahl and the late Professor Gerald D. Feldman, both of whom contributed so much to our profession and are sorely missed.

A new feature in this issue, which President Sara Lennox also mentions in her Letter from the President, is a list of dissertations in German Studies that were completed between 2005 and 2007. This list will be a regular feature of our spring issue. Many thanks to Vice-President Celia Applegate for all the work that she has done to help make this list possible.

Finally, I hope that you will indulge me if I devote some space here to a consideration of what I call “**Things You May or May Not Have Ever Wanted to Know about the GSA.**” I do get many questions, expressions of concern, complaints, and requests for clarification about many matters concerning the Association’s **structure** and the organization of the **annual conference**. So I thought I’d take this opportunity to explain how some of these things work. I’d like to focus here on five aspects or questions:

1) *Recent trends toward “professionalism” in the administration of medium-sized academic associations like the GSA.* The GSA is one of many “medium-sized” associations – that is, with between 1000 and 3000 members each – represented in the American Council of Learned Societies (ACLS). All these associations began as “voluntary” societies: that is to say, the leaders and organizers of the associations were full-time academics who devoted part of their time and a lot of their energy to the association’s development. This was and still is certainly true of the GSA, from its beginnings as the Western Association for German Studies all the way to the present. The GSA still has no full-time employees or full-time officers. All the elected officers, all the members of the Board, and all our committee members hold full-time academic jobs, as do the secretary/treasurer and the editor of the *GSR*. To be sure, as Executive Director I receive a one-third course reduction, which means that I teach four undergraduate courses a year, as opposed to the usual six, but in every other respect I’m expected to participate in the normal life of my own institu-

tion. (I say this not to evoke pity or sympathy, but simply, as Sergeant Joe Friday would have said, just to state the facts!) We currently have no administrative or student-worker support staff at all in Kalamazoo, though I hope that this will soon change. We have a wonderfully engaged Executive Council. We have a wonderful webmaster, but we are one of a number of clients for whom he works. And we have a wonderful tech support director, who also holds down a full-time job and is completing an advanced degree.

This kind of voluntary, part-time structure typified most medium-sized academic associations until quite recently. Things are beginning to change, however, and more medium-sized societies are becoming like the larger associations, with a full-time, professional administrative staff. One of our fellow medium-sized ACLS societies recently hired a full-time, salaried Executive Director who has no academic expertise in the field but is a professional manager of non-profit or 501c (3) societies like ours. Others are moving in that direction, with Executive Directors who do have academic backgrounds but who, given the increasing demands of the job, are in fact becoming full-time, professional association managers rather than full- or reduced-time university professors. Other societies, however, have maintained the older voluntary traditions of these associations. The GSA still falls into that category. But, in terms of the size and complexity of running the Association, we find ourselves in a kind of “cusp” situation right now, and GSA members do need to think long and hard about the kind of association we are and where we might be headed in the future.

The increasing **size and complexity of our annual conference** represent one example of how time-consuming our jobs have become. This leads me to my next, more concrete point.

2) *How do we identify conference hotels, and when?* Since our earliest WAGS years, the GSA has been committed to holding its conferences in a variety of locations. We try to spread the meeting around to include as many parts of North America as possible; but we do face constraints. If we are to keep our prices down, we have to recognize that we are simply priced out of certain markets (e.g., New York, Chicago, Los Angeles, San Francisco, Austin, San Antonio, Nashville). Historically, we have focused on medium-sized markets, but the growing size of our meetings in recent years has created new complexities. Some cities, like Charlotte, are just not available to us because their individual hotels are too expensive or don't have enough bed space. Right now we are looking ahead to possible conference venues in places like Louisville, Atlanta, Kansas City, or Portland, Oregon, and also the possibility of returning to places like Milwaukee, Pittsburgh, or San Diego. Washington will also, I hope, continue to be affordable for us.

In addition, I have to explain both to hotel management and to Convention and Visitors Bureaus (CVBs) that, at their conventions, academic associations have unique needs and requirements that distinguish them from other kinds of associations. In negotiating with hotel management, I have to take account, during my site visits, of things like meeting-room size and space, exhibitors' space and the physical relationship of the exhibitors' space to the registration area, restaurant capacity, the extent to which the physical layout of the hotel's public space facilitates interaction and “networking” among our members, the extent to which coffee and other

refreshments are available during session breaks, and on and on. And, of course, I always have to find out about the state of labor relations at the hotel in question: Does the hotel have a contract with its employees? When will that contract expire? Several associations have faced horrific and very expensive problems because of hotel labor disputes, and I would (obviously) like to avoid these things! So this leads me to the next point:

3) *“Bed-nights” and banquets.* We always have to negotiate hotel contracts a number of years in advance. When I assumed the Executive Director’s job in January 2006, we already had contracts through 2009. I have since contracted with the Oakland Marriott for 2010, I hope to have signed a contract for 2011 by the end of this spring, and for 2012, 2013, and 2014 by the end of the year or the first part of 2009. The larger ACLS societies regularly make commitments six years ahead. Fortunately, we have recently engaged the services of a company called “Conference Direct” to help us with our direct hotel negotiations. I decided to take the step of hiring Conference Direct after discussions with the Executive Directors of other medium-sized associations like ours. Most of them use Conference Direct or companies like them. Of course, the company does generate its own revenue from the conference hotel; but its skill and “clout” as a professional negotiator does keep our costs down considerably, and these savings are passed on to our members.

Still, many of you who know me realize that I have become obsessed with “bed-nights,” the term used in the hotel trade to refer to the blocks of rooms that we agree to fill when we sign our contract with a conference hotel. This involves a lot of guesswork. They have to guess what costs will be like several years from now, and I have to guess what our members will be willing to pay, and we negotiate from there. Moreover, bed-nights are associated with banquets and bars. Convention hotels generate a lot of money from food and beverage services, and it is thus to our benefit, financially as well as intellectually, to attend our luncheons and banquets! Revenues that hotels derive from food and beverage are often reflected in lower room prices.

It also should be emphasized that we are contractually bound to fill our bed-night quota, about which I get horribly nervous every year. If we *not* fill 85 to 90 percent of our bed-night quota (depending on the individual contract), we have to pay very significant penalty fees to the hotel. Moreover, not only academics are good at research! The hotels talk among each other about their customers, and they know perfectly well who the GSA is. We have a very good reputation with them, and I hope that we can keep it. So, please do stay in the conference hotel, and do attend our luncheons and banquet! But what about what goes on within the conference itself? Our next topic is thus:

4) *The problem of scheduling within the conference; or, why sessions on similar themes occasionally get scheduled at the same time, to our members’ great irritation.* Juggling rooms and times is a complex art, and one which our Program Directors have handled with skill and panache. Still, some things just cannot be resolved to everyone’s satisfaction. As our conference has grown, we have expanded to ten time blocks per meeting, from Friday morning to Sunday noon, and we need to have at least 25 rooms available per block. Unfortunately, some rooms are better

than others. Moreover, when it is obvious that one session is likely to be huge, we don't want to put it into a room that holds 25 people. Or if another is likely to be relatively small, we don't want to put it in a ballroom with air walls that holds 250 people. Then of course we have to take note of the fact that, for example, Professor Leopold von Ranke is moderating one panel and giving a paper on another, so we have to take pains not to schedule his two panels at the same time! This gets even more complicated when we learn that Professor Bertha von Suttner is speaking on one of Professor Leopold von Ranke's panels but is a commentator on a third panel. And so it goes. We try mightily – we really do! – to spread the topics across the ten time blocks as much as possible, but sometimes it simply can't be done. Again, I say this not to evoke sympathy or to offer rationalizations, but – to get back to Sergeant Friday – just to offer the facts.

5) *The complexities of audiovisual support at our annual conferences.* Fortunately, this problem has eased a bit in the last couple of years, but it can still be a source of frustration for our members, many of whom don't realize that renting AV equipment from convention hotels can be insanely, jaw-droppingly expensive. Many of us are so used to our "wired" and relatively high-tech campuses that we simply can't imagine that the convention hotels charge so much, but they do. After consulting with other associations, we thus decided in early 2007 to stop supplying a vast array of different media platforms (slide projectors, VHS projectors, etc.) and decided instead to buy eight LCD projectors for PowerPoint, video clip projection, and the like. We ship these projectors, along with our ninth, back-up projector, to our conference venues and set them up in each of our eight designated "media rooms." These purchases have almost amortized themselves after only a year, despite shipping costs. We still have to rent stands, connections, and screens from the hotel providers, and these *still* cost us several thousand dollars a year (!!!); but, even with that, we're still saving a lot compared to what we might be spending. However, we simply cannot afford at this point to buy GSA-owned laptops, and renting them from the hotel is, again, almost crazily expensive. This is why we ask our members to bring their own laptops, and ask Mac owners to remember the special adapters needed for LCD projectors!

Again, this is probably more than most of you wanted to know about these matters. But I thought that some of you might like to know some of the things that go on behind the scenes as we strive to make *your* Association as responsive to *you* as we possibly can. If the GSA is to continue to thrive, however, we also need to continue that tradition of voluntarism that I described earlier. We simply *cannot* function without volunteers to serve on our committees and to run for our various offices. And we hope that, as in the past, as many of you as possible will continue to make a commitment to activities that, in the end, are not only very interesting but represent a vital contribution to the profession.

Best regards,
David

David E. Barclay
Executive Director

Letter from the President

Dear Colleagues,

It is wonderfully gratifying and exciting when plans come to fruition! First, many congratulations to the newly-elected GSA officers! We are delighted to welcome Steve Brockmann of Carnegie Mellon University to the office of vice-president, then to succeed to the presidency, along with new Board members Jackie Vansant, German literature and culture, University of Michigan-Dearborn; Pieter Judson, History, Swarthmore College; and Joyce Mushaben, Political Science, University of Missouri St. Louis. All four of them have already contributed much to the GSA in various important capacities, and we look forward to benefitting even more from their wisdom, initiative, and energy as they join the GSA leadership. We also extend our gratitude to the hard-working nominating committee who found splendid candidates for these offices: Lynne Tatlock, chair; Maria Höhn, Wade Jacoby, and Thomas Nolden. We also thank the GSA membership for overwhelmingly approving our revision of the GSA Bylaws.

Elsewhere in this newsletter you will find news of other GSA projects that have come to completion. We hope you will find our annual listing of completed dissertations in all fields of German Studies both useful and indicative of the marvelously innovative work being done by younger German Studies scholars. If you or your former graduate students neglected to submit information on your/their dissertation, please send it (or ask them to send it) to Celia Applegate (capg@mail.rochester.edu) now (so you/they don't forget) for publication a year from now. We are immensely grateful to Celia for her care in compiling the listings (a task that will in subsequent years devolve upon successive GSA vice-presidents).

As a service to our members, we have established two new discussion forums on the GSA Web site, one on Swiss Studies and one on the arts in the GDR. You may join those forums by contacting their moderators. We have established these two relatively small discussion forums as a pilot project to see whether discussion forums worked for GSA members. If you're interested in establishing a discussion forum on some other topic, please contact Sara Lennox (lennox@german.umass.edu) and David Barclay (director@thegsa.org) to discuss how to go about it.

You will also see that the GSA has created two new prizes to recognize the accomplishments of our *Nachwuchs*. The graduate student article prize (being deliberated upon as you read this) will reward the best article by a graduate student in any field of German Studies with publication in *German Studies Review*. The prize funded by the Stiftung für Deutsch-Amerikanische Wissenschaftsbeziehungen (SDAW) biannually offers any social scientist within five years of the doctorate a 1000 euro prize and publication in the journal *German Politics & Society* for the best article originally presented in some version at a GSA conference. Finally, we owe many thanks to past GSA president Kathy Roper and her task force (Jerry Fetz, Barbara Kosta, and Helmut Walser Smith) for working out procedures that will lead to the appointment of an interdisciplinary coordinator and committee to help GSA members work even more closely together and cross the boundaries of

our individual disciplines to undertake ever more interesting and collaborative research.

As I am writing this, the notifications of acceptances of papers and panels at the 2008 GSA conference are being sent out. Though I am a “lurker” on the Program Committee forum, the enormous responsibility for setting up the program rests on the shoulders of Executive Director David Barclay and Program Director Pat Heringhouse and her committee (Ben Marschke, Brent Peterson, Karin Bauer, Donna Harsch, Charles Jeffery, and H. Glenn Penny). But rumor has it that another large and fascinating conference is coming into being, attesting to the vitality and innovativeness of all of German Studies. Let me alert you to a few conference events that I happen to know about. The DEFA Film Library will screen a restored edition of the 1932 Brecht/Dudow classic *Kuhle Wampe oder wem gehört die Welt* together with a short documentary on director Slatan Dudow. In pursuit of concrete examples of transnational collaboration, the GSA is sponsoring two different events together with other area studies associations, a panel on “Gender and the Cold War,” organized with the American Association for the Advancement of Slavic Studies (AAASS), and three panels on “African and Asian Responses to German Colonialism, organized with the African Studies Association (ASA). In response to (happily!) changing demographics of our field, a roundtable has been assembled on “Issues, Experiences, and Perspectives: Minority Scholars in German Studies.” And the newly-organized Junior Faculty Caucus and Graduate Student Caucus will again host events (announced in the program) to bring together their constituencies to discuss matters of common concern.

I’d also like to use this presidential letter to continue the discussion of issues relevant to German Studies at large, a conversation initiated by David Barclay when he became editor of the newsletter. I know that in broaching my first topic, funding for conference travel, I run the risk of raising some hackles. But I have been concerned at the many colleagues who have told me they cannot come to the GSA (or some other conference) because their institution funds travel to only one conference per year. Dear colleagues, I have never received a cent of funding from the University of Massachusetts for travel to GSA conferences, and I would not be president of the GSA today if I had waited for it! I don’t want to sound (too!) self-righteous: my mortgage is long paid-off, my son long out of college and now making more money than his mother, and I have no elderly dependents, so I know that I perhaps have more funds at my disposal than other colleagues. But in my experience success in the profession depends on visibility in the profession (and such success may be rewarded by increased merit awards, hence paying off even financially). As GSA officers discussed this issue, one remarked: “I had some very good advice from a senior colleague when I started, and that was: assume that you’ll spend something like 10% to support your professional activities. If you do, he said, you’ll have a great career, etc.” A colleague of mine at UMass similarly told me that he began his career with the commitment to “tithe” in support of his professional expenses, and the esteem he now enjoys shows that his decision served him well. So I would encourage all of you not to make your conference travel dependent on institutional support, especially in the coming period of economic downturn, when

extras like travel money may be among the first to go.

But at the same time, it's clear that graduate students really cannot afford to pay for conference travel out of their minuscule stipends. Anyone who has been a member of a recent hiring committee knows that candidates for academic positions are now expected to have amassed extensive professional experience before they even go on the job market. To ensure our students' success, it also seems imperative for graduate departments to provide substantial funding for graduate student travel to conferences. At UMass we use most of our alumni/ae gift fund to support graduate travel, and we are about to launch a fund-raising campaign directed at our grads with academic positions to raise more travel money for current grad students (UMass alums, be forewarned!). I've heard from other grad students that not all graduate departments fund graduate student travel adequately. Perhaps this is a matter worth further discussion in future GSA newsletters.

At a conference entitled "The Meaning of Culture: German Studies in the Twenty-First Century," held March 28–29 at the University of Georgia, I encountered a professional issue that I (now to my embarrassment) had never before considered. Rembert Hüser of the Department of German, Scandinavian, and Dutch Studies at the University of Minnesota delivered a paper called "Looking Good with Kafka" in which he discussed German Departments' self-presentation on their department Web sites, examining how they stage both the culture of "German" and the culture of the "department" there. If on nothing else, Rembert showed in his PowerPoint presentation, many departments seem to agree that a portrait of Kafka belongs on the Web site! But, more dismayingly, many departments seem to have invested remarkably little thought in how they represent their relationship to things German, Austrian, and Swiss (indeed, Austria and Switzerland frequently receive little attention at all), how they situate themselves with respect to canons of German-language cultural production, how they position themselves vis-à-vis German-speaking histories and societies, and how they frame their own North American perspective on their objects of study. (And this though, as a UMass grad student observed when we discussed this at a UMass German and Scandinavian Studies meeting, she had made her decision on where to apply for grad school partially on the basis of how graduate departments presented their emphases on their Web sites.) Somewhat astonishingly for units whose focus is on aesthetics (among other things), many German Departments seem also to pay insufficient attention to the formal message their Web site conveys. As well, Rembert observed that in the past several years German Departments confront the enormous additional problem of being pressured to standardize their Web sites in order to advance their universities' efforts to "brand" themselves. (Though Rembert's Georgia paper is of course still unpublished, you can read his related article on this topic, "Past Web Presences: A Study in German" in *ArtUS*, No. 16 [Jan-Feb. 2007]: 40–47, available on the Web.) In some alarm, we at UMass are now pondering how better to represent ourselves. Perhaps this is also an issue we might wish to consider further in the *GSA Newsletter*.

Here I'd also like to continue the discussion of the state and nature of North American German Studies that has been addressed in several past newsletters. As

David Barclay flatteringly drew on my presidential letter in the Spring 2007 *GSA Newsletter* in his address to the International Association for the Study of German Politics entitled “Transatlantic Cooperation in an Age of Transnationalism: The Future of German Studies” published in the Winter 2007–2008 *Newsletter*, so I’d like to continue to examine some of the issues his address raised. (No, this is NOT an “internes Gespräch,” but a conversation that we hope many of you will find relevant!) Though I hope we will always continue our “transnational cooperation” with scholars in German-speaking countries and in many other places, I am wondering whether it is also important to emphasize other aspects of the kinds of German Studies we practice in North America. I was also taken by the statement that Charlie Jeffrey made in his 2007 GSA luncheon address (published in the Winter 2007–2008 *Newsletter*): “Political scientists working outside Germany on Germany bring added value” (57) as well as the assertion by Peter Gay in his 2007 banquet address (also published in the Winter 2007–2008 *Newsletter*): “The kinds of answers we expect will largely be determined by the kinds of questions we ask” (45).

U.S. feminists have coined the term “positionality” to describe the standpoint a particular scholar (or anybody else) assumes and/or inhabits, which will inevitably configure the questions he/she asks and the conclusions at which he/she arrives. In the Winter 2006 *Newsletter* Hans-Peter Söder worried about growing distinctions between the kinds of scholarship on the German-speaking countries undertaken by Germans and by North Americans. But I am inclined to think that differences are not only an inevitability (since our research is undertaken from different positionalities) but also a strength, since the different perspectives we bring to bear on things German create a broader range of knowledge about it. Indeed, I have always wanted to bring together practitioners of *Auslandsgermanistik* from very many different countries to explore how our (necessarily) different national perspectives on the German-speaking countries productively inflect the way we understand them. Let me point to one very striking difference between the way (some) Germans and (some) North Americans construct knowledge about Germany. In a letter written on March 25, 2008 (and posted on H-German on March 28) a number of women historians, social scientists, and Germanists (full disclosure: I am one of the signatories) protested the failure of a *Ringvorlesung* at the University of Mainz to include any women scholars among those considering the “Geschichte und Wirkung der 1968er Bewegung in transnationaler Perspektive.” Obviously my own positionality as a North American feminist Germanist induces me to assume this position—but I can only agree with the authors of the letter that the inclusion of female perspectives (on which North American German Studies insists!) in the *Ringvorlesung* would represent a gain in knowledge about the topic: “Dies ist nicht nur eine Frage der ‘Geschlechtergerechtigkeit,’ sondern wird auch die Perspektive erweitern und den wissenschaftlichen Ertrag Ihrer Arbeit erhöhen.”

Finally, I am writing this letter in the context of the very disturbing revelation that the University of Southern California plans to close its German Department. I strongly endorse David Barclay's vigorous assertion in an April 11 article on the matter published by insidehighered.com that it is "patronizing and dumb" to conclude that Americans do not need to learn European languages because most European elites speak English. At the same time, we have to concede that German does not have the same strategic importance for the U.S. government as Arabic or Chinese, nor does it bring the same immediate vocational benefits to college graduates as a knowledge of Spanish, so that those imperatives will not drive undergraduates into our language classes or our major courses. In the same insidehighered.com article, MLA Executive Director Rosemary Feal sagely observed: "Our research suggests that there's a growing demand for languages and a continuing demand from students who want to study German. I hope that USC will reconsider; as a major university it should be playing a leadership role in supporting language study, which is an increasingly important field of study in a global economy. . . . Many universities are discovering ways to expand the German curriculum and attract majors through such courses as Holocaust studies, German film, and so forth. It would be great if USC could offer their students advanced courses and entice them to major in a subject that is still vital and important." Indeed, that is what many North American German Studies Departments now perceive as their task, to provide our undergraduates and graduate students with knowledge about all aspects of the German-speaking countries. It is absurd to maintain that German-speaking countries have ceased to be of importance in a globalizing world, and it is similarly absurd to believe that the past and present of the German-speaking countries can be comprehended without a knowledge of the German language. We hope that the German Studies Association is helping its members to remain abreast of and produce such knowledge and (if necessary) to correspondingly reconfigure their fields. In such regards, we hope that GSA is making vital contributions to sustaining the study of all things German in North America and to assuring that the university departments to which our members belong remain vigorous and strong.

Sara Lennox
President, GSA

The Thirty-Second Annual Conference of the GSA Crowne Plaza Hotel St. Paul – Riverfront St. Paul, Minnesota, October 2–5, 2008

The Thirty-Second Annual Conference of the German Studies Association will take place from October 2 to October 5, 2008, at the Crowne Plaza Hotel St. Paul – Riverfront, 11 East Kellogg Boulevard, St. Paul, Minnesota 55101:

(www.ichotelsgroup.com/h/d/cp/1/en/hotel/mspsp?&cm_mmc=mdpr-_-Google-Maps-_-cp-_-mspsp).

With over 240 sessions and roundtables approved by the Program Committee at the time this issue went to press, the conference promises to be the second largest in GSA history, following last year's meeting in San Diego, which itself was something of an anomaly given the large size of the hotel complex and the large number of meeting rooms. As in previous years, the vast array of topics makes it impossible to identify overarching themes or *Schwerpunkte*, but this year's conference will include six sessions that deal with "Conversion," six that consider "New Perspectives on World War I," three that evaluate the concept of "Lapsus" in the eighteenth century, three on "Thinking Beyond the Nation," three on "Trauma Culture Made in Germany," and a number that deal with such diverse topics as Heinrich von Kleist reception, narratology, architectural modernism, structure and meaning in the age of Goethe, nostalgia for belonging, Weimar art and gender, otherness in the German Middle Ages, and the Left Party in contemporary German politics. It should also be noted that, for the first time, the GSA is involved in collaborative conference activities with two of our fellow academic associations. We are collaborating with the American Association for the Advancement of Slavic Studies in a session on "Gender and the Cold War," and we are co-sponsoring three sessions on "African and Asian Responses to German Colonialism" with the African Studies Association in recognition of its fiftieth anniversary.

The conference will also include a special showing of the 1932 Bertolt Brecht/Slatan Dudow classic, *Kuhle Wampe oder wem gehört die Welt*. The University of Massachusetts, Amherst, is completing an historic restoration of this work in Hamburg with the support of the International Brecht Society. The newly restored version will be screened, and a discussion of a special documentary and historical reenactment will follow the showing.

Our **luncheon and banquet speakers** this year are especially exciting, and all of them are well known in the world of German Studies and international scholarship generally. We urge our members and visitors to register online for these events (see below) as quickly as possible. They are:

FRIDAY, OCTOBER 3, LUNCHEON: Our Friday luncheon speaker is **Professor Gary Cohen**, Department of History, University of Minnesota–Twin Cities. He will speak on “**Reinventing Austrian and Central European History.**” Professor Cohen is Director of the Center for Austrian Studies at the University of Minnesota, a major interdisciplinary center for the study of the Habsburg Empire, Austria and other successor states, and the new Europe. He is an exceptionally distinguished scholar of late Imperial Austrian history with an extensive record of publications, including a revised edition of *The Politics of Ethnic Survival: Germans in Prague, 1861–1914* (2006).

FRIDAY, OCTOBER 3, BANQUET: This year our President, **Professor Sara Lennox**, Chair, Department of German and Scandinavian Studies, University of Massachusetts, Amherst, will present the **Presidential Address** on the topic of “**Transnational Approaches and Their Challenges.**” One of the best-known scholars of German Studies in the world today and President of the GSA since January 2007, Professor Lennox hardly needs to be introduced here; but it should be noted that she has recently been awarded the University of Massachusetts Chancellor’s Medal, “the highest honor bestowed on individuals for exemplary and extraordinary service to the University.”

SATURDAY, OCTOBER 4, LUNCHEON: In a year which witnesses the fortieth anniversary of the important events of 1968, we are pleased that **Professor Geoff Eley** will be speaking to the GSA on “**Telling Stories about Sixty-Eight: Troublemaking, Political Passions, and the Enabling of Democracy.**” One of the most prolific scholars of our time, Geoff Eley is Karl Pohrt Distinguished University at the University of Michigan and is the author, most recently, of *Forging Democracy: The History of the Left in Europe, 1850–2000* (2002), *A Crooked Line: From Cultural History to the History of Society* (2005), and, with Keith Nield, *The Future of Class in History: What’s Left of the Social?* (2007).

As in previous years, it will be necessary to register for the conference online this year. Please go to our Web site (www.thegsa.org) to do this. **THE ONLINE CONFERENCE REGISTRATION AND HOTEL RESERVATION LINK WILL BE AVAILABLE UNTIL 10 SEPTEMBER OR UNTIL ROOMS AT THE HOTEL SELL OUT.** A confirmed conference registration will lead you to a link that will enable you to make a reservation at the conference hotel, the Crowne Plaza Hotel St. Paul-Riverfront, at the special conference rate. **PLEASE DO NOT CALL THE HOTEL DIRECTLY OR THE GSA TO ASK FOR THE RATE. YOU MUST FIRST REGISTER FOR THE CONFERENCE TO BE ELIGIBLE FOR THAT RATE.**

Conference rates are:**MEMBERS:**

\$ 85.00 BEFORE SEPTEMBER 10

\$ 95.00 AFTER SEPTEMBER 10

NON-MEMBERS:

\$ 150.00 BEFORE SEPTEMBER 10

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INDEPENDENT SCHOLARS/NO INSTITUTIONAL AFFILIATION:

\$ 35.00

GRADUATE STUDENTS:

\$ 20.00 (GSA MEMBERS)

\$ 45.00 (NON-MEMBERS OF GSA)

LUNCHEON RESERVATION: \$26 for each luncheon**FRIDAY BANQUET RESERVATION:** \$36**AUDIOVISUAL EXPENSES (PLEASE PAY ONLY IF YOU HAVE BEEN APPROVED FOR USE OF AN LCD PROJECTOR):** \$ 35.00**EXHIBITORS:** \$ 150 per table**HOTEL RATES:**

\$ 135 per night single and double occupancy, \$10 ea h additional adult

PROGRAM COMMITTEE

This year's conference promises not only to be one of our biggest but also one of our very best. We owe a special debt of gratitude to the Program Director, Professor Patricia Herminghouse, and to the other members of the Program Committee for their indefatigable efforts. They are:

Patricia Herminghouse, University of Rochester, Program Director

H. Glenn Penny, University of Iowa, Diachronic/Interdisciplinary Panels

Benjamin Marschke, Humboldt State University, Medieval, Early Modern, Eighteenth Century

Brent O. Peterson, Lawrence University, All Nineteenth-Century Topics

Karin Bauer, McGill University, 20th- and 21st-Century Literature and Humanities

Donna Harsch, Carnegie Mellon University, 20th- and 21st-Century History

Charlie Jeffery, University of Edinburgh, Political Science

For registration, hotel reservations, and for a preliminary draft of the online program, please go to the Web site at www.thegsa.org. We look forward to seeing you in St. Paul!

Election Results Announced

Elections recently took place for the GSA Vice-Presidency and for three positions on the GSA Board (formerly the Executive Committee). The Vice-President will serve for two years and then for two more years as President of the Association. The Board positions are for three-year terms. All will begin on 1 January 2009. The results are:

Vice-President-elect: Stephen Brockmann, Carnegie Mellon University

German Literature and Culture: Jacqueline Vansant,
University of Michigan–Dearborn

History: Pieter Judson, Swarthmore College

Political Science: Joyce M. Mushaben, University of Missouri St. Louis

As always, the GSA is hugely grateful to all members who volunteer to be candidates for elective office and who volunteer or agree to serve on our various committees. We are a member-based and member-driven organization, and we appreciate your active and engaged support!

A List of Dissertations in German Studies, 2005–2007

The following list of dissertations completed in 2005, 2006, and 2007 in the many and diverse fields encompassed by the term German studies represents the responses to our call for information this past February. We make no claim for the completeness of the list, and we would like to thank all the dissertation directors and recent recipients of Ph.D.'s for providing us with this information.

We will publish a list in all future spring issues of the GSA Newsletter. If you missed this round, please be advised that we will continue to play catch-up for the next two years. If you received your Ph.D. in **2006, 2007, or 2008**, you may be listed in next year's Spring newsletter. (No repeats, please!) A call for information will go out next February (2009), but if you wish to provide your information before then, send it to Celia Applegate, celia.applegate@rochester.edu.

Art History and Musicology

Joubert, Estelle. "Opera, Politics and the Public Sphere in Enlightenment Germany." University of Oxford, 2007.

My thesis details the cultural and political transition from absolute political rule to civil society within the German linguistic area from the point of view of opera. Importantly, I have developed a methodology by which one can examine how the public sphere (as described by political historians) might have facilitated the dissemination of opera and subsequently, how opera assisted in shaping the formation of a German national identity. Representative themes include an examination of the 1754 war pamphlet "Der komische Krieg," political representation in the operas of Saxon princess Maria Antonia Walpurgis, aspects of dissemination and national identity in Hiller's comic operas, the adaptation of the tragic genre for the German public in Wieland and Schweitzer's Alceste (1773) and the emergence of national operatic heroes and histories.

Musto, Jeanne-Marie. "Byzantium in Bavaria: Art, Architecture and History between Empiricism and Invention in the Post-Napoleonic Era." Bryn Mawr College, 2007.

This dissertation explores historicizing art and architecture undertaken in the Kingdom of Bavaria during the reign of Ludwig I (1825-48). The notion that the new Allerheiligenhofkapelle and Ludwigskirche in Munich, and the renovated Bamberg and Speyer Cathedrals, were Byzantine drew on scholarship inspired by Friedrich Schlegel that emphasized Germany's connections, via Byzantium, with the East and ancient Greece. Drawing on such scholarship, Ludwig simultaneously investigated and created a Byzantine style that demonstrated his Philhellenist, German nationalist, and Catholic loyalties. German Jews adapted this style to express likewise complex geopolitical identities. After the style waned, Ludwig's approach retained its utility.

History and Political Science

Ablovatski, Eliza. "Cleansing the Red Nest": Counterrevolution and White Terror in Munich and Budapest, 1919." Columbia University, 2005.

This dissertation explores the histories of two cities during the time of revolutionary upheaval and violence at the end of the First World War in 1918–19. The cities of Budapest and Munich underwent the only temporarily successful "soviet" revolutions outside of Russia, but revolutionary governments fell quickly in the face of armed counterrevolution and violence. This study examines closely the period of these "soviets" and of counter-revolution and terror which followed, examining the commonalities in the violent counterrevolutionary phase, court verdicts in cases of revolutionary crimes, different interpretations of blame in the two cities, and the way the two revolutions were remembered and explained in both the short and the long term.

Andresen, Knud. "Widerspruch als Lebensprinzip. Der undogmatische Sozialist Heinz Brandt (1909–1986)." Universität Bonn, 2007.

Heinz Brandt (1909–1986) represented an ethical and moral wing of the workers movement, which is understood more by biographical studies than organisations. A Jewish-born communist, Brandt spent ten years in prison and concentration-camps under the Nazis. After the war he was engaged as functionary in the GDR, but lost all functions after 17 June 1953 as an opponent of Ulbricht. After illegal work with the Ostbüro der SPD, he fled to West Germany, where he worked for the trade union. Captured 1961 by the Stasi, he spent another three years in solitary confinement in the GDR. After his release, he was a representative of the New Left and the New Social Movements. Inspired by his cousin Erich Fromm, he struggled for a humanistic socialism and a utopian form of direct democracy.

Marie Baxter. "Schooling in Context: Teachers, Education, and the State in Wertheim am Main, 1550–1750." University of Chicago, 2008

Campbell, Brian. "Resurrected from the Ruins, Turning to the Past: Historic Preservation in the SBZ/GDR, 1945–1990." University of Rochester, 2005.

This dissertation examines the history of historic preservation in the Soviet Zone of Occupation and German Democratic Republic (GDR) from 1945 to 1990. The first part examines emergent preservation policy as an expression of the Socialist Unity Party's conflicted approach towards German history and unification, looking at such cases as the destruction of the Berlin Stadtschloss in 1950 and a wave of demolitions that followed. With Honecker's rise, a more nuanced approach to preservation emerged, designed to bolster the regime's credibility at home and abroad. I argue that the SED's approach toward preservation was symptomatic of a national identity crisis it could not resolve. The second part examines the role of Heimatpflege and preservation, specifically the role of volunteer preservation

organizations in the GDR. Local preservation groups engaged in a vigorous defense of their home towns against a wave of anonymous, industrial construction. The SED policy of only protecting the nation's most important monuments led to resentment toward Berlin. The SED simultaneously created an unstable national identity while undercutting local identity, a contributing factor in East Germany's collapse in 1989.

Close, Christopher. "The Negotiated Reformation: Swabian Imperial Cities and Urban Reform (1530–1546)." University of Pennsylvania, 2006.

My study reevaluates the standard models used to explain the urban Reformation by analyzing how intercity communication shaped the process of religious reform in Swabia's imperial cities. Urban reform resulted not only from internal negotiation between a city council and its burghers, but also from a system of external consultation that linked different communes. Communication networks were especially significant for the Reformation's course in Kaufbeuren and Donauwörth, where religious reform depended on support and interference from other cities. The influence of such intercity "negotiation" highlights the need for a new category of urban reform, which I term the "Negotiated" Reformation.

Davies, Bill. "The Constitutionalisation of the European Community: West Germany between Legal Sovereignty and European Integration 1949–1975." King's College London (University of London), 2007.

The thesis examines the conflicting ambitions of the early FRG, in that its search for legal sovereignty seemed to oppose its bid for full membership of the European Community. The story is made more complex by the rapid growth of a "constitutional" legal system in the EC, established by the jurisprudence of the European Court of Justice. The thesis charts the conflicts and debates that this complex choice of policy ignited in West German legal scholarship, media and the bureaucracy, forcing a reassessment of the FRG as the "good European," at least in terms of legal integration, and revealing elements of a nascent 'constitutional patriotism' amongst the West Germans as early as the mid-1960s.

Davis, Christian. "Colonialism, Antisemitism, and Germans of Jewish Descent in Imperial Germany, 1884–1912." Rutgers, The State University of New Jersey, 2005.

The project examines the connections between Imperial Germany's antisemitic and colonial movements from 1884 to 1912, detailing the involvement with colonialism by the antisemitic organizations of the day, including the major antisemitic political parties. It uncovers a subtle harnessing of colonialism to antisemitism through the deliberate merging of representations of Jews and black Africans in antisemitic publications and the cooption of colonial discussions of race-mixing and citizenship rights by antisemitic politicians in the Reichstag. The dissertation also examines the participation of men of Jewish descent in German

colonialism. It focuses on Colonial Director Paul Kayser and State Secretary Bernhard Dernburg and their complex relationship with the pro-colonial, antisemitic forces that sided with them against the critics of colonialism in order to advance the colonial cause.

Gerlach, David. "For Nation and Gain: Economy, Ethnicity and Politics in the Czech Borderlands, 1945–1948." University of Pittsburgh, 2007.

This dissertation explores how economic concerns intertwined and conflicted with the policy to expel roughly three million German speakers from Czechoslovakia following World War II. Through the study of local government records, it demonstrates how the control of confiscated property and the use of Sudeten German workers shaped the expulsions and settlement of the borderland regions where the vast majority of them had lived. This study challenges the idea that violence and nationalism can fully explain the motivations, operation, and experience of this region's ethnic cleansing. Instead, it places expulsion and settlement within Central and Eastern Europe's economic, ethnic, and political transformations surrounding the war.

Goodwin, Julia. "Breaking Down Barriers: Music and the Culture of Reconciliation in West Berlin, 1961–1989." University of Rochester, 2007.

After 1945, cultural reconstruction included the rehabilitation of music banned by the Nazis and the return of international artists to the German concert stage. Later, the erection of the wall in 1961 focused efforts to foster international reconciliation on West Berlin, stimulating the creation of a culture of reconciliation, which became especially apparent in West Berlin's commemorative practices. Memorial music played a significant role in this development. Efforts leading to the creation of the culture of reconciliation were not necessarily German but often international in origin. By presenting a series of case studies, this dissertation demonstrates how, during the period under consideration, music played a significant role in public rituals designed to promote both domestic and international reconciliation. Exploration of the uses in Cold War Berlin of musical composition and performance, especially music used in public rituals of commemoration, reveals the development of a strategy for acknowledging the past, living with that past, and educating the young that has become an ongoing and significant feature of reunified German culture and identity.

Harth, Annette. "Wohnweisen von Frauen in den neuen Bundesländern. Eine empirische Untersuchung der ersten Transformationsphase." 2005.

The gender relationships have changed fundamentally in the process of transformation after the German "Wende." The circumstances for women not only differentiated, but often, they changed abruptly – more strongly than in other social groups. In particular, it has become more difficult to combine the different

requirements of paid employment and unpaid work. This problem increasingly has to be solved by the individual women. At the same time the living conditions, the residential areas and the cities as a frame and condition of private every day work have fundamentally changed. This PhD study is based on the assumption that there is a systematic correlation between gender relationships and the housing conditions for women. It specifically explores the changes in women's housing conditions during the first period of transformation after the "Wende."

Kim, Hoi-eun. "Physicians on the Move: German Physicians in Meiji Japan and Japanese Medical Students in Imperial Germany, 1868–1914." Harvard University, 2006.

This dissertation analyzes the legacies of the more than 600 Japanese medical students who studied in Berlin, as well as a group of German physicians who were dispatched to Japan as professors of medicine between 1868 and 1914. In dealing with the global history of modernity implemented locally in Japan and Germany, this dissertation utilizes a transnational historical approach and examines how these groups cooperated to create modern medical institutions in Japan. The work also takes the form of a double prosopography encompassing the cultural and intellectual transactions between German and Japanese physicians.

Koehler, Jonathan. "'Revolutionizing the Mind': Social Democratic Associational Culture in Late Imperial Vienna." University of Rochester, 2006.

This study addresses the relationship between high culture, mass politics, and popular culture through an examination of how the ascendant Austrian Social Democratic party mobilized its constituency by consciously appropriating the language and symbolism of dominant confessional Catholicism. Convinced that only the educated worker was capable of political participation, a liberally educated leadership attempted to impart the party's values to its members by infusing new meaning into Austrian social and cultural traditions. The Social Democratic party organized street demonstrations and founded associations modeled consciously on traditional form and ritual in order to cultivate Austrian workers intellectually and spiritually. The dissertation examines the successes and failures of the party's cultural politics using the examples of the Viennese Free Peoples' Theater (1906–1915) and the Workers' Symphony Concert Association (1905–1918). The analysis of such activities demonstrates that the cultural education of the working classes was not a surrogate for political participation, but instead constituted a deliberate component of the party's efforts to create a more inclusive political culture in Austria.

Logemann, Jan. "Shaping Affluent Societies: Divergent Paths to a Mass Consumer Society in West Germany and the United States during the Postwar Boom Era." Pennsylvania State University, 2007.

This dissertation is a comparative study of mass consumption in postwar West Germany and the United States. It questions postwar hegemony of the American mass consumption and investigates the persistence of differences between both countries. While private disposable incomes were paramount in postwar America, public consumption and regulation played a greater role in West Germany. Whereas credit-financed patterns of consumption promised access to a middle-class standard of living in the US, many West Germans retained a bürgerlich ethos of consumption that reinforced traditional class differences, as well as traditional patterns of shopping, housing and transportation. American consumer society, by contrast, suburbanized after the war, and so while West Germans shopped in inner-city pedestrian malls, their American counterparts began to frequent suburban shopping centers.

Lybeck, Marti M. "Gender, Sexuality, and Belonging: Female Homosexuality in Germany, 1890–1933." University of Michigan, 2007.

The dissertation analyzes sexuality and gender identification in the processes of emancipation in four micro-histories. Two of the case studies, the first generation of women students at Swiss universities and avant-garde feminists in Munich, unfold in the intellectual ferment of the turn of the twentieth century. The other two, women organized into homosexual organizations and women civil servants, were new figures in the pressurized milieu of Weimar Germany. Studying the emancipation of ordinary women extends our knowledge of how such women received elite discourses and how they perceived themselves in relation to the state, the nation, society, and culture.

Mancini, Elena. "Brighter Shade of Pink: Magnus Hirschfeld, the Third Sex and the Sexual Freedom Movement." Rutgers University, 2007.

Grounded in a cultural-historical approach, this study challenges the notion that the practical concerns of the gay and queer community are best served by queer theory. Taking issue with many queer theorists' dismissal of the emancipatory values of tolerance and Enlightenment universals in favor of the privileging of difference and narrow identity groups, my dissertation argues that a repudiation of Enlightenment universalism, most specifically the value of tolerance, will not advance the practical concerns—gay marriage, protection against hate crimes and full social and political enfranchisement—of the queer and gay community but rather ultimately lead such groups into a rights-deprived cul-de-sac. My argument calls for a shift in emphasis and priorities that privileges equality and basic civil rights before defining narrow identity group interests. By illuminating Hirschfeld's coalitionist ethic—he formed crucial alliances with leaders of the Social Democratic Party and key organizers of minority group movements—cultural engagement,

humanism and social outreach, my work recovers a significant piece of queer history and furnishes an ethos for the realization of practical gains with the potential to transform current prejudices toward alternative sexual identities.

Manjarpa, Kris. "The Mirrored World: Cosmopolitan Encounter between Indian Anti-Colonial Intellectuals and German Radicals, 1905–1939." Harvard University, 2007.

This is a transnational intellectual history of encounter between South Asian and German modernist political thinkers who straddled the colonial divide in the interwar years. I study how the itineraries of Germans and Indians converged within the communist world of the Radical Left, on one hand, and within conservative revolutionary circles, on the other. Mirroring engendered empathy between Indian anti-colonial nationalists and German Radicals, while also preserving systemic incommensurabilities. Cosmopolitanism in the interwar years could be used to multiple ends, some liberal and others illiberal. These aspects provide the counterweight to another narrative that runs through this work, that of unprecedented meetings, global intellectual exchange, and the novelty of diasporic modernist intellectual production as it developed in the laboratory of Weimar Germany and circulated back to India.

Morina, Christina. "Legacies of Stalingrad: The Eastern Front War and the Politics of Memory in Divided Germany, 1943–1989." University of Maryland, 2007.

The most monstrous crimes committed by Nazi Germany, the Holocaust and the "war of extermination" against the Soviet Union, gave rise to two diametrically opposed official memories of the Nazi past in both Germanys. While over the years the annihilation of over six million Jews gained the most prominent position in West German memory of the war, official memory in East Germany centered around the Nazi war against the Soviet Union. The divided political memory of the latter, the Eastern Front war, is the subject of this dissertation. It analyzes the ways in which these memories emerged in postwar German political culture. This study focuses on the politics of memory, i.e. the effort to place a narrative of past events into the service of a present political cause dominated both Germanys. Thus the analysis pays attention to the individual biographies of the protagonists and argues that the selective and ambiguous commemoration of the Eastern Front resulted from an instrumentalization of history in the shadow of the Cold War as well as individual encounters with the horrors of genocidal war.

Morrison, Heather. "Pursuing Enlightenment in Vienna, 1780–1789." Louisiana State University, 2005.

This dissertation studied writers, scientists and bureaucrats, who, taking advantage of expanded political freedoms, attempted to transform Vienna's regressive intellectual scene into one that produced works rivaling those of centers of the Republic of Letters. Horribly insecure, mostly unsuccessful, and stilted by the retraction

of many of Joseph II's reforms, this city's Enlightenment movement nonetheless reveals an intense dedication among intellectuals to reform through publication and association. This

decade of intense intellectual exchange experienced central questions and controversies of Enlightenment historiography: the role of localism versus cosmopolitanism, publicity versus secrecy, Enlightenment from above or popular Enlightenment, freemasonry, secret societies, and journalism.

Mulford, Martin. "Changing Models: the Discord Between the European Settlers and the Administration of German East Africa." University of Rochester, 2005.

In East Africa, the Germans' influence created a different colonial model than those typically found in Africa. This model mixed indirect and direct rule. The German government also attempted to draw the indigenous African population into active participation in economic development. These variations resulted not only from the agency of the indigenous peoples, who exercised a first voice, or the edicts issued by Berlin or Dar es Salaam, the second and third voices, but also demonstrated the influence of the European settlers of German East Africa, a much ignored fourth voice. These settlers developed small political grants from the imperial government into organs for Selbstverwaltung (self-administration) in the colony. They employed strong friends in Berlin to influence legislation and budgetary processes to accommodate their demands. They consolidated their power in opposition to the reform movement instituted by Governor Rechenberg and Colonial Secretary Dernburg after the Maji-Maji Rebellion of 1905–06, and became the leading voice in the colony's affairs toward the end of the colonial period. The purpose of this work is to investigate the effect of the interplay of the various actors on the colony in order to enhance our understanding of the historic changes of the imperialist period.

Nehring, Holger. "The Politics of Security: British and West German Protests Against Nuclear Weapons and the Social History of the Cold War, 1957–1964." Oxford University, 2005.

This thesis seeks to make a novel contribution to the ways in which historians and political scientists have assessed the role of peace movements in the Cold War. It focuses primarily on the entangled history of the British and West German protests against nuclear weapons of the late 1950s and early 1960s and highlights the ways in which Cold War fears related to memories and experiences of the Second World War. The protesters thus participated in the search for security in the postwar and Cold War world. The movements' relevance lay, therefore, not so much in campaigning for policy changes, but in seeking to carve out political meanings that went beyond the restrictive binary framework of Cold War thinking.

Parsons, Gregory. "Conservative Visions and Political Change in Germany and Great Britain after the First World War, 1918–1924." University of Rochester, 2007.

This work examines conservative responses to a series of specific themes and events during the years immediately following the First World War, including the growing threat from the political left, the reparations question, the Kapp Putsch in Germany and the conservative revolt against the leadership of Lloyd George in Great Britain, the problem of Russia for both nations, and finally the Ruhr Crisis. During the postwar era, conservatives in both Germany and Great Britain tried to shape their worlds in ways that would comport with their visions of the direction that their nations should take. By taking a comparative approach, and by examining a set of specific historical issues, this study attempts to contribute to a greater understanding of the meaning of stabilization and the consequences of conservative efforts to shape the direction of their nations during this crucial time.

Perry, Heather. "Recycling the Disabled: Army, Medicine, and Society in World War I Germany." Indiana University, 2005.

This dissertation outlines the medical treatment of Germany's severely wounded World War I veterans. The relentless slaughter of the First World War encouraged orthopaedists to revolutionize their field and ultimately reorient their professional goals. Rather than leaving the fate of the disabled soldier to the military and/or national pension system, German orthopaedists developed a complex program of physical reeducation, social reintegration, and mechanical apparatus in order to return these men to what they considered to be a "productive economic life." What they created was modern rehabilitation. More than simple medical advancement, this reorientation of orthopaedics towards restoring economic self-sufficiency to the disabled marked an important shift in medical ideas about the body and popular perceptions of injury, a shift which I am calling, "the cultural invention of disability." Based on close readings of the devices and programs medical professionals crafted, this study shows the influence of class and political ideology as well as wartime labor needs of the state. It shows how orthopaedists' allegiance to this corporeal functionalism was not only necessary in their struggle for professionalization, but was equally reflective of the increasingly important role of medicine in the "total mobilization" of German society for war.

Puaca, Brian M. "Learning Democracy: Education Reform in Postwar West Germany, 1945–1965." University of North Carolina, 2005.

Long before the protest movements of the late 1960s, the West German educational system was undergoing meaningful reform from within. German teachers, administrators, and pupils initiated change at the local level through the introduction of a variety of curricular and pedagogical innovations. The establishment of exchange programs between the U.S. and West Germany, the formation of student government organizations and student newspapers, and the creation of a Social Studies curriculum all contributed to the advent of a new German educational system after

1945. *This dissertation argues that these changes prepared West German pupils for their new responsibilities in the young democracy.*

Ramsey, Glenn. "Erotic Friendship, Gender Inversion, and Human Rights in the German Movement for Homosexual Reform, 1897–1933." Binghamton University, 2005.

This study places the movement to overturn Germany's sodomy law, Paragraph 175, within the larger context of disciplining the body and its desires into a recognizable, "material" body of sexuality. My purpose consists in demonstrating how the movement can be understood within, not against, the general trend to name bodies and pleasures in the latter nineteenth century, and how advocates for reform shaped homosexual identity (and community) in the early twentieth century through their own discourse. In sum, I examine the ties between debates and strategies for reform among the Gemeinschaft der Eigenen, the Wissenschaftlich-humanitäres Komitee, and the Bund für Menschenrecht during the late Wilhelmine and Weimar periods.

Riches, Daniel. "The Culture of Diplomacy in Brandenburg-Swedish Relations, 1575–1697." University of Chicago, 2007.

This dissertation focuses on the individual actors (military officers, scholars, bureaucrats, clergymen, and merchants as well as formally-credentialed diplomatic representatives) involved in conducting Brandenburg-Swedish relations "on the ground" from 1575–1697. The educational backgrounds, intellectual and cultural interests, religious convictions, and networks of personal connections these individuals possessed fundamentally informed how they viewed the world and their roles as statesmen within it, and in turn shaped how they crafted a relationship between their states. Particular attention is given to the pan-Protestant, cosmopolitan outlook shared by certain Brandenburgers and Swedes that allowed them to relate to one another.

Ritz-Deutch, Ute. "Alberto Vojtech Fric, the German Diaspora, and Indian Protection in Southern Brazil, 1900–1920: A Transatlantic Ethno-Historical Case Study." Binghamton University, 2008.

This case study examines the German diaspora in southern Brazil and the advocacy efforts of Czech ethnologist Alberto Fric. It discusses the media coverage following Fric's accusations at the Sixteenth International Congress of Americanists that German colonists were involved in atrocities against the Xokleng and Kaingang Indians, which later led to the creation of Brazil's Indian Protection Service. This controversy sheds light on the role of German anthropology, as well as the importance of the German diaspora to the nation building efforts of Germany and Brazil. It also looks at Brazil's controversial efforts to incorporate indigenous peoples into its nation.

Zahra, Tara. “Your Child Belongs to the Nation: Nationalization, Germanization, and Democracy in the Bohemian Lands, 1900–1945.” University of Michigan, 2005.

This dissertation traces the role of children as objects of national conflict in an age of mass politics. Between 1900 and 1945, Czech and German nationalists in the Bohemian Lands constructed a political culture in which children belonged to the nation, and in which the nation’s legal rights to educate children often trumped parental rights. In spite of their insistence that children comprised a form of “national property,” however, it remained frustratingly difficult for nationalists and the state to determine which children belonged to which nation, as nationalists confronted widespread bilingualism, indifference, and national ambiguity in the Bohemian Lands. The nationalist battle for children contributed to the development of a nationally-segregated welfare state in the Bohemian Lands and new progressive pedagogies. It shaped new ideals and practices of democracy in the twentieth century. Parents lost the right to choose a nationality for themselves and their children, not through the identity cards and ordinances of the Nazi racial state, but in the name of democracy and minority rights in interwar Czechoslovakia. The Nazis built on native understandings of children as national property and on local practices of national ascription as they attempted to implement their racial program.

Zelljadt, Katja. “History as Past-time: Amateurs and Old Berlin, 1870–1914.” Harvard University, 2005.

This dissertation examines the activities of amateur historians in Germany’s capital from 1870 to 1914. It considers various forms of historical involvement outside the professional arena of the university: historical societies, museums, popular theater, exhibitions, and photography. The work defines these activities as “participation in the past,” a sphere of civic engagement located between academic professional history and the realm of individual memory. Three main themes emerge out of this study. First, amateur historians and their pursuits confirm the importance of a local and regional sense of belonging in the period before World War I. Whereas many scholars have analyzed German cultural history during the Imperial period almost exclusively in its relationship to national identity, amateur historical activity in Berlin shows how localized and cosmopolitan visions thrived in an urban environment, at times even supplanting nation-building cultural practices. Second, amateur historical activity in Berlin reveals a new field beyond traditional historiography—the writing of history—namely the study of the past as a public cultural practice: meeting, hoarding, organizing, buying, selling, consuming. Finally, amateur historians negotiated between past and future in Berlin: although they cultivated a certain nostalgia for history, they did not reject progressive ideas. This form of “retrospective modernization” complicates the established dichotomy of modern and antimodern so prevalent in studies about this era.

Literature, Language, and Media

Baker, Geoffrey. "The Limits of Realism: Empire, Empiricism, and Enchantment in Honoré Balzac, Anthony Trollope, and Theodor Fontane." Rutgers University, Comparative Literature, 2006.

This dissertation examines realist narrative's attempt to stage the conflict between progress and the imagination, a duel feared by writers from Goethe to Woolf. Despite realism's indebtedness, at the level of form and content, to imperial expansion and scientific progress, the authors examined here lament the loss of mystery in the world occasioned by these developments. In an effort to counter this loss and to generate the complications required by narrative, Balzac, Trollope, and Fontane import peripheral, often colonial figures into the metropolitan centers they otherwise depict as disenchanted and rationalized: Paris, London, Berlin. They evoke a tension between the empirical epistemology of realism and values that this epistemology cannot explain or represent.

Bivens, Hunter. "Concrete Utopia: History and Labor in the German Communist Novel." 2006. University of Chicago, 2006.

A reading of GDR literature in the light of its pre-history, this project examines the fraught relationship between working class structures of feeling and the affective language of German socialist realism. Echoing Bloch, my title suggests the utopian aspect of historical communism, yet argues that that utopian potential is scarred by proletarian subalternity and political defeats. In recovering the traumatic kernel embedded within East German literary meta-narratives, the dissertation engages archaeologically with the sedimented psychic history of the German workers' movement, while opening onto a discussion of the afterlives of conflicting realist and modernist regimes of representation on the left.

Bhatawadekar, Sai. "Symptoms of Withdrawal: The Threefold Structure of Hegel's and Schopenhauer's Interpretation of Hindu Religion and Philosophy." Ohio State University, 2007.

Addressing the scholarship in cross-cultural and comparative philosophy and religion, as well as in German, South Asian, and Post-colonial Studies, this dissertation brings together Hegel (who criticized Indian thought as primitive and unsophisticated) and Schopenhauer (who embraced it as his philosophical kin) to examine their interpretation of Hindu religion and philosophy. This dissertation claims that Hegel and Schopenhauer identified and defined Hindu religion and philosophy in terms of three fundamental tenets or aspects: 1. brahman as the singular absolute metaphysical universal principle; 2. the physical world and its particular entities as fleeting, secondary, and illusory; and 3. the non-duality of the particular with the universal principle as the religio-philosophical goal and basis of Hindu withdrawal practices. To reveal the imposition of this threefold conceptual structure, Hegel and Schopenhauer restructured schools of Indian philosophy, isolated

quotes from their Hindu contexts, and selectively read and quoted their references in order to fit Hindu thought into their own philosophies. Yet this encounter was not one-dimensional: Hegel's and Schopenhauer's interpretation of Hindu religion and philosophy in fact implants discrepancies in their own thought, challenging the very consistency of their own philosophical systems.

Choberka, David M. "Calling, Charisma, and the War of Material: The First World War in the Politics of Ernst Toller, Ernst Jünger, and Max Weber." University of Michigan, 2007.

Clement, Christian. "Die Geburt des modernen Mysteriendramas aus dem Geiste Weimars: Goethe und Schiller in der Erkenntnistheorie, Ästhetik und Dramatik Rudolf Steiners." University of Utah, 2005.

Daffner, Carola. "Gertrud Kolmar: Dichten Im Raum." Vanderbilt University, 2007.

Gerhardt, Christina. "The Language of Nature in Theodor W. Adorno's Philosophical and Aesthetic Writings." University of Wisconsin Madison, 2005.

This study examines how important the often neglected rhetoric of nature in Adorno is for a broader understanding of his views on a wide variety of concerns, from the figurative movement of literature to a theory of the political, and from philosophical issues to questions of ethics in a world after Auschwitz. The manuscript's chapters are organized around an analysis of Adorno's writings in which nature plays a central role – "The Idea of Natural History" (1932), Negative Dialectics (1966) and Aesthetic Theory (1970)— and Adorno's writings on animals.

Grewling, Nicole. "Fighting the Two-Souled Warrior: German Colonial Fantasies of North America." University of Minnesota, 2007.

My dissertation investigates the representations of Northern America in nineteenth-century German prose texts from the middle of the century until shortly after Germany's acquisition of colonies in 1885. I study these images by examining the representations by Germans of Northern America's non-White population, particularly the native population. These images are examined utilizing the perspective of Germany's colonial and imperialistic thinking and in connection and intersection with such categories as gender or social status. I expose hidden colonial desires that find their expression in the portrayal of these ethnicities and that allow for the perceived German national self to insert itself into the colonial discourse, thus revealing German (pre-) colonial aspirations which eventually find their realization in Germany's becoming a colonial power. My reading of the different approaches employed by the authors Friedrich Gerstäcker (1816–1872), Balduin Möllhausen (1825–1905), and Friedrich Pajeken's (1855–1920) allows for the development of an image of German colonial fantasies in the nineteenth century.

Haque, Kamaal. "The Dynamics of Space in Goethe's *West-östlicher Divan*." Washington University in St. Louis, 2006.

This study examines the ways in which space functions in Johann Wolfgang von Goethe's 1819 collection of Persian-inspired poetry. Beginning with Deleuze and Guattari's theory of smooth and striated space, I proceed to show how the space of the Divan is constantly in flux. My analysis of the spatial transformations in the text reveals a new approach to elucidating both the structure and content of the collection of poems. I demonstrate that the space of the Divan is governed by more than the continuous oscillation between East and West.

Homscheid, Thomas. "Interkontextualität. Ein Beitrag zur Literaturtheorie der Neomodern." University of Bamberg, 2007.

Die an der Universität Bamberg entstandene Dissertation untersucht das Spannungsfeld der literarischen Produktion zwischen originärer Eigenständigkeit und reproduktiver Bedingtheit und möchte dabei einen Beitrag zu einer neomodernen Literaturtheorie leisten. Basierend auf dem Konzept der Intertextualität wird ein Modell der Interkontextualität entworfen, das über die Präsenz von Kontexten in Kontexten neue Ansätze zur theoretischen Erfassung reproduktiver Phänomene der Literatur bietet. Die diachrone Betrachtung literarischer Beispiele bleibt dabei nicht auf eine Epoche beschränkt und kreist stets um die Instanz des Autors als Mittelpunkt des Spannungsfeldes zwischen Originalität und Reproduktion.

Immken, Susanne. "Ein Verbrechen findet sich immer": Die Destruktion des Kriminalromans bei Friedrich Dürrenmatt." University of Utah, 2006.

Jackson, Sherland. "Creating the Third Reich through Film, Press, and Pageantry (1933–1934): A Myth-Ritual Analysis." University of Utah, 2006.

Jenkins, Robert John Evan. "Model-Readings of Modernist Epic: Pursuing Semiotic Strategies in the Work of Alfred Döblin." Vanderbilt University, 2007.

Kasberger, Gundrun. "Language and Sadness: Concept and Vocabulary of Sadness in the German Language." University of Innsbruck, 2007.

The study deals with the interrelation of language and sadness: The aim was first to identify and describe the vocabulary by which German speakers can refer to an emotion of sadness and secondly to describe the concept of sadness in the German language. The corpus of the study encompasses 4925 entries; the study's approach is neither strictly structuralistic, nor prototype-semantic. The semantic field of sadness consists of all emotion words that refer to an emotion of sadness (noun, adjectives, adverbs, verbs). As a working hypothesis, the semantic field was divided into 9 types of emotion words – along this model the semantic field can be described; the lexemes are described via their definition, their components and their usage. The second main part of the study analyses data regarding their conceptual con-

tent; Lakoff's and Kövecses' studies in conceptual metaphors offer the theoretical background of the analysis of the concept of sadness in the German language.

Kempinski, Avi. "The Muted I: Locating a Narrator in the Works of W.G. Sebald." University of Michigan, 2007.

This study concerns the formation and identity of the first-person narrative voice featured in Sebald's fiction. I claim that the lack of any distinctly drawn aspects, such as name and origin (in contrast to the narrator's oft detailed descriptions of others encountered in the texts), reveals in fact more than it conceals. In large part this unstated, or muted, aspect allows the narrator to identify with, and often even partially assume, the identities of his German-Jewish, and other, interlocutors.

Klocke, Sonja Ellen. "Heroines of a Different Kind: Reading Illness and the Fantastic in Depictions of the GDR from the 1960s to the Present." Indiana University, 2007.

My dissertation investigates diseased and fantastic female characters in depictions of the GDR in texts written since the 1960s. Combining an analysis of the texts' aesthetics with a consideration of the authors' politics, my dissertation reveals how metaphors of suffering can buttress the GDR narrative that legitimizes communist power through the discourse of antifascism. Moreover, it demonstrates the subversive dimension of fantastic literature as it developed in the GDR in the 1970s, and discloses the extent to which writers of the younger generation are rooted in an East German literary tradition.

Knott, Gregory A. "Arnold Stadler and the Metaphysics of Heimat." Washington University in St. Louis, 2007.

This study investigates Heimat in German author Arnold Stadler's poetry and early prose fiction, where Stadler develops a metaphysical Heimat. While addressing Heimat's history, Stadler emphasizes desire and transitoriness and the tension between them. The productive drive in Heimat contrasts starkly with the nullifying transitoriness of death and departure. Theories of Heidegger, Bloch, and others illustrate the role of objects, which the characters view as forms of permanence, contrasting with the fleeting nature of relationships, speech, and individuals. Stadler reacts to the European Union, the 1980s Edgar Reitz Heimat wave, and German reunification and larger developments including globalization and multiculturalism.

Lee, Mark P. "Literary Counterpoint and the Art of the Fugue: Music and Indeterminacy in Hermann Hesse's "Der Steppenwolf." Vanderbilt University, 2007.

Lehleiter, Christine. "Inheriting the Future—Generating the Past: Heritage, Pedigree and Lineage in German Literature and Thought around 1800." Indiana University, 2007.

This dissertation examines discourses on inheritance and their impact on the concept of the self. Drawing on biological treatises (Haller, Wolff, Blumenbach, Erasmus Darwin), works of fiction (La Roche, Goethe, Jean Paul Richter, E.T.A. Hoffmann) and legal sources (Code Civile, Allgemeines Landrecht), I argue that inheritance became a key concept of Modernity because it provides a paradigm that connects reference to the past with the promise of an open future. I show that after the failure of the revolutionary project— which had been defined by a rejection of heritage and a commitment to a contract-based community of fatherless brothers—one can observe a new interest in genealogy. Biology, which was just emerging as an independent discipline, became a driving force of this advancement. I investigate how biological tropes crossed over to literary discourses providing a matrix for formal and thematic problems. However, I do not argue that literature became a simple depiction and application of new biological findings. Rather, I show how literature started to redefine itself as an independent sphere shaped by its critical stance towards the positivistic claims of the sciences.

Lieber, Constance. "Representations of *Heimat* and Trauma in Selected German and Polish Poetry and Prose in Silesia, 1939–1949." University of Utah, 2007.

McInnis, Brian T. "Reading the Moral Code: Theories of Body and Soul in 18th-Century Germany." Vanderbilt University, 2006.

Mijic, Goran. "Evolution der Kommunikationsmedien / Technik und kultureller Wandel in Edgar Reitz' *Heimat*." University of Utah, 2005.

O'Brien, Traci. „Autonomy and Subjugation: The Dynamics of Emancipation and Race in the Writings of Precolonial German Women Authors.“ City University of New York, 2006.

I examine three 19th-century German women writers, Ida von Hahn-Hahn, Fanny Lewald and Ottilie Assing, and the striking discrepancy between their enlightenment principles and their racializing, subjugating gesture viz. a variety of socially and ethnically different others. I argue for a theoretical approach that can account for these authors' emancipatory stances as well as their exclusionary metaphors. In fact, I argue that such metaphors are vital to their very articulation of progress and emancipation, and I demonstrate that the discursive context of precolonial Germany can in part explain the relationship between these two seemingly contradictory strands because it provides the metaphor of imaginary domination.

Polster, Heike. "The Aesthetics of Passage: The Imag(in)ed Experience of Time in W.G. Sebald and Peter Handke." Washington University, St. Louis.

Rebien, Kristin. "Politics and Aesthetics in Postwar German Literature: Heinrich Böll, Hans Erich Nossack, Paul Celan." Stanford University, 2005.

The study examines a paradigmatic shift in the nature of politically engaged literature in post-World War II Germany. In the late 1940s a new strand of writing emerged alongside traditional, primarily realist forms of literary engagement. Its defining feature was the conjoining of political engagement and autonomous aesthetics. The study traces this new form of politically engaged writing through the early works of Heinrich Böll, Hans Erich Nossack, and Paul Celan. By focusing on aesthetic similarities in writers as seemingly different as Böll, Nossack, and Celan, the dissertation also challenges traditional concepts of postwar literary history.

Ribaj, Brikena. "The Ennobled Third : Gender Formations and Reformations in the German Middle Ages." University of Utah, 2005.

Schlee, Claudia. "Poetry as Compass: Chaos, Complexity , and the Creative Voice." Vanderbilt University, 2007.

Schwarzmeier, Regina. "Weibliche Lebensentwürfe in den Romanen Friederike Helene Ungers: Eine sozialkritische Analyse." Vanderbilt University, 2005.

Short, Jennifer A. "The Gracious Heroine in Schiller's *Maria Stuart*: Christian Aspects of the Depiction of the Beautiful Soul." Georgetown University, 2007.

*This dissertation examines the symbolic, religious representation of women figures in Friedrich Wilhelm von Schiller's drama *Maria Stuart*. It features an analysis of the Classical heroine as a symbol of grace through the application of Schiller's theoretical texts detailing *das Erhabene* (the sublime), *Anmut* (grace), and *die schöne Seele* (the beautiful soul). Schiller's concepts have often been reduced to Kantian or secular ideals by recent investigations, but this is inadequate and has resulted in contradictions. My interpretation attempts to resolve these issues; therefore, I explore how Christian ideals of virtue and grace impact both Schiller's theories and the individual drama.*

Simfors, Per. "Extrakte des Schweigens. Zu Sprache und Stil bei Peter Altenberg." Washington University St. Louis, 2007.

Smith, Stuart. *‘Von Versailles nach Nürnberg. Und weiter bis Berlin: How the Work of Gerd Gaiser anticipates New Right thought and German Victimhood in Post-unification writing.’* Trinity College Dublin, 2006.

The first comprehensive examination of Gaiser’s pre-1945 work and its relation to his major postwar novels provides a more complex view of continuity and change than hitherto. It alters understanding of the origins, context and construction of discourse in contemporary debates and the relationship between radical conservative thinking in the 1940s, 1950s and post-1990 period by reading Gaiser together with texts representative of New Right thinking and German victimhood respectively, Botho Strauß’s ‘Anschwellender Bocksgesang’ (1993) and Jörg Friedrich’s Der Brand (2002). The thesis examines similarities in theme, discursive and narrative strategies and concepts of history, society and culture and how each attempts to redefine national and cultural identity and reinterpret German history.

Stehle, Maria. “Discourses of Crisis in West German Texts and Films of the 1970s: A Transnational Psychogeography of Gender, Race, and Violence.” University of Massachusetts Amherst, 2005.

This dissertation proposes a model for feminist cultural studies that advances a critical reevaluation of cultural and political discourses of crisis in 1970s West Germany. In the 1970s, media, literary texts, and films describe a sense of disorientation and shifting political geographies. Comparative analyses of representations of transnational, national, and private spaces show this sense of spatial disorientation as a main feature of texts and films of the 1970s in West Germany. These cultural and political discourses fostered a contradictory understanding of the Western nations and its subject as being confronted with a politics of permanent crisis.

Stuart, Karen. “Robert Musil and the (De)Colonization of ‘This True Inner Africa’.” University of California, San Diego, 2007.

This study argues that Der Mann ohne Eigenschaften satirizes modern psychology in order to create a counter-patriarchal approach to knowledge. Musil challenged the tendency in Freudian, and other discourses seeking to elevate humanity, to superimpose a colonial map of the world on the European mind, as demonstrated by the Romantic novelist Jean Paul who called the unconscious “this true inner Africa.” Der Mann ohne Eigenschaften explicates this understudied imagination and proposes a “Gefühlpsychologie.” Musil’s psychology of feeling experiments with a decolonization of “this true inner Africa.”

Szurawitzki, Michael. "Contra den rex iustus/rex iniquus? Der Einfluss von Niccolò Machiavellis *Il principe* auf Christopher Marlowes *Tamburlaine*, Shakespeares *Heinrich V.* und Andreas Gryphius's *Leo Armenius*." Åbo Akademi University, Finland, 2005.

Tippens, Matthew D. "Turning Germans into Texans: World War I and the Assimilation Survival of German Culture in Texas, 1900–1930." Texas Tech University, 2006.

With its distinctive history of German immigration, its significant German population, and its German contribution to the state's history, early twentieth-century Texas occupied a position of strategic importance within German America. Following the United States' entry into World War I, German Texans and their culture quickly became the focus of a statewide anti-German hysteria movement. The so-called "Americanizers" intended to turn Germans into Texans. The historiography of the World War I experience of German Americans claims the anti-German hysteria was most severe in the Midwest. Yet, evidence suggests that the Texas experience compares favorably to the states of the Midwest. The aim of the study is to examine the impact that World War I had on the Germans of Texas. Despite the anti-German sentiments that continued into the early 1920s, the evidence indicated that German culture in Texas survived the war and continued for several more years. German religious and secular institutions, the German-language press, the German impact on politics, and, most of all, the German language persevered.

Trmka, Jamie Helene. "Revolutionary Subjects: Literature and Geoculture in East and West German Writings about Latin America, 1961–present." Cornell University, 2007.

Conflicting German discourses on Latin America inform debates among authors about the political efficacy of literary production from the 1960s onward. East and West German authors mobilize "Latin America" in the shadow of the Holocaust and Stalinism to distinct ends. Attending to concurrent Latin American debates, I interrogate First and Second World conflicts in German texts about the Third World. Shifting concepts of literary-political subjects in reference to violent conflicts concerned authors and activists alike, occasioning new theoretical models and research agendas to account for the transnational in German literatures.

Weber, Beverly. "Headscarves and Mini-skirts: Germanness, Islam, and the Politics of Cultural Difference." University of Massachusetts Amherst, May 2006.

This interdisciplinary dissertation examines representations of Muslim women in post-unification Germany and considers the intensely gendered cultural politics of difference at work. Theoretically informed by the concerns of transnational cultural studies and feminist deconstruction, it draws on popular print media to argue that immigrant women are reductively understood as Muslim women in ways that obscure immigrant women's participation in the realms of economy, politics,

and knowledge production. It further considers textual production by immigrant women to suggest new directions for an ethical literary and cultural studies that carefully considers the complex role of Islam in the New Germany.

Werthschuelte, Leila. "Heinrich der Löwe in Geschichte und Sage." Ludwig-Maximilians-Universität, München, 2004.

In einem interdisziplinären Ansatz werden in der vorliegenden Studie erstmals Darstellungen Heinrichs des Löwen, einer der mächtigsten und umstrittensten Territorialfürsten des deutschen Mittelalters. Die mediale und auch überregionale Vielfalt der überlieferten Zeugnisse ist beeindruckend: Sie reicht von den lateinisch-gelehrten, historiographischen Zeugnissen des 12. und 13. Jahrhunderts über deutsche, niederländische, osteuropäische und skandinavische fiktional-literarische, volkssprachliche Texte in der Tradition der Mündlichkeit bis hin zu Fresken, Bildteppichen und Handschriftenillustrationen zur Heinrich-Sage sowie zur Repräsentationskunst Heinrichs des Löwen und welfischen Memoria. Im Sinne einer Gattungstheorie der Sage werden die Abgrenzung der Identität der Heinrich-Sage und intertextuelle Bezüge zum Romanfragment Reinfried von Braunschweig und dem Herzog Ernst-Stoff diskutiert. Die Fragestellungen, die sich durch die Vielfalt der Zeugnisse ergeben, betreffen jedoch vorrangig die Entwicklung der Gestalt Heinrichs des Löwen von der realen, historischen Person zum Held der abenteuerlichen Heimkehrersage und die fundamentalen Möglichkeiten der bildnerisch-visuellen Medien gegenüber den narrativen in Bezug auf Szenenaufbau, Handlungsablauf und Personendarstellung.

Yaniga, Fred. "Postmodernism in the Prose Writings of Thomas Bernhard." Washington University, St. Louis, 2007.

The dissertation focuses on postmodern elements within Bernhard's writing by applying postmodern concepts developed by thinkers such as Ihab Hassan, Jean François Lyotard, Brian McHale, Linda Hutcheon along with the author's own adaptations and constructions to illustrate how Bernhard's texts apply commonly accepted postmodern techniques. Further ideas are developed and discussed which help to illuminate the connections and tensions between modernism and postmodernism (Rotational Fission), the historical excavation and revelation for which Bernhard is known (Anthro-Archeology), and the special bifurcated memory construction which Bernhard implements in his autobiographical novels to liberate historical consciousness from a tradition of willful forgetting (Diffraction).

Reports and Announcements

[This issue contains several important announcements. The first concerns the revision of the GSA By-Laws. That revision was approved by a vote of the membership in early 2008. The revised By-Laws are published below and are also available on the GSAA Web site (www.thegsa.org). We also pleased to announce an important new Interdisciplinary Initiative and a generous new prize competition for social scientists in the GSA. We are also publishing corrected information concerning contributions to scholarships in memory of Jamie Bishop.]

German Studies Association By-Laws

I

The Association

The name of the Association shall be German Studies Association. The Association is incorporated in the state of Arizona, USA.

II

Purpose

1. The purpose of the German Studies Association shall be to promote the study of history, political science, language and literature, philosophy, anthropology, sociology, geography, economics, musicology, cultural studies, media studies, art and architectural history, and all other learned pursuits relating to Germany, Austria, Switzerland, and other German-speaking regions. The Association particularly encourages interdisciplinarity and seeks to foster dialogue among disciplines.
2. To this end, the Association shall hold conferences, sessions, publish newsletters and/or journals, disseminate information, award prizes for distinguished contributions to German studies, support or sponsor fellowships and scholarships, and carry on any other activities which relate to and promote its purpose.
3. English and German may be used equally for all activities of the Association.

III

Membership

1. Membership shall have no restrictions based on race, creed, ethnicity, gender, sexual preference, disability, age, national origin, or place of residence.
2. Membership shall be open to persons who subscribe to the purpose of the Association (section II) and pay annual membership dues.

3. Categories of Membership:

Regular Membership: Anyone interested in the interdisciplinary scope of German Studies may become a regular member of the Association upon payment of the annual dues.

Student Membership: Full-time graduate and undergraduate students may join the Association upon payment of the annual dues for Student Membership. No one may remain a Student Member who is no longer a full-time student.

For the purpose of membership, Teaching Assistants are defined as full-time students.

Joint Membership: Spouses or life partners may hold a joint membership at a reduced rate, and will receive only one copy of the *German Studies Review* and the Association newsletter.

Sustaining Membership: Anyone interested in the interdisciplinary scope of German Studies who pays augmented annual dues for the support of the Association's programs may become a sustaining member.

Life Membership: Anyone interested in the interdisciplinary scope of German Studies may become a life member by paying special one-time dues.

Institutional Members: Institutional members are non-voting members who pay special dues and receive all publications.

4. All dues and fees shall be established by the GSA Board. Any changes to the dues structure will be communicated to the membership in the Association Newsletter in a timely fashion.

5. The payment of annual dues, as established in the By-laws, shall entitle a member to receive *The German Studies Review*, the Association Newsletter, participate in meetings of the Association, and exercise all other privileges of membership.

IV Governance

The Association is governed by an elected Board. The officers of the Association are the President, Vice-President, Secretary-Treasurer, and Executive Director.

Officers shall reflect the diversity of the organization. The Presidency shall alternate between a) literature and the humanities, and b) history and the social sciences.

Elected Officers:

President: The President articulates the intellectual course of the Association and presides over meetings of the Executive Council, the GSA Board, and the membership. The President, in consultation with the Executive Director, sets the agenda for meetings of the Executive Council, the GSA Board, and general meetings of the membership. The President shall inform the GSA Board and the membership of all vacancies for appointed offices and initiate the search and appointment process in each case. The President, along with the Executive Director, shall be responsible for implementing actions and policies approved by the Executive Council and GSA Board. The President represents the Association to external interests, appoints members of committees and representatives of the Association to other

organizations.

Vice-President: The Vice-President assists the President in the performance of all duties and represents the President if the latter should be either incapacitated or absent. The Vice-President shall accede to the Presidency at the conclusion of the President's term.

In the event of a vacancy in the post of Vice-President, the GSA Board shall choose one of their number to serve as Interim Vice-President until the next general election. The person elected to fill the vacancy shall serve as Vice-President for any time that remains of the original term and shall succeed to the Presidency at the end of the current President's term.

The President and Vice-President shall serve for terms of two years.

GSA Board: The GSA Board is the decision-making body of the Association and is responsible for establishing general policies, setting dues and fees, and carrying out other general duties for the good of the Association. The GSA Board approves the selection of appointed officers by majority vote.

The GSA Board shall consist of nine persons elected by ballot of the Association membership. The members of the GSA Board shall serve for three years, with three members being elected each year. No member shall serve more than two consecutive terms.

All officers of the Association and the editor of the *German Studies Review* shall serve as ex officio members of the GSA Board with full voting privileges. The Immediate Past President serves for a term of two years on the GSA Board as an ex officio member with voting privileges.

Appointed Officers:

1. Executive Director: The Executive Director administers the operations of the Association. The Executive Director shall administer the Annual Conference, edit the Newsletter, maintain the Association's Web site, respond to queries to the Association for information, manage office activities of the Association, monitor the investment of the Association's funds in consultation with the Investments Committee, and carry out other functions as approved and mandated by the GSA Board. The Executive Director shall present reports on all programs and activities under the Executive Director's purview to the GSA Board and to the Executive Council at each meeting of those bodies.

The GSA Board, upon nomination by the Executive Council, shall approve the appointment of a member of the German Studies Association as Executive Director. The Executive Director shall serve for a term of five years, which can be renewed. During the fourth year of each term, the President, Vice-President, and Secretary-Treasurer shall conduct a review of the Executive Director's service before the Executive Council decides on a nomination to present to the GSA Board for the next five-year term. If an Executive Director is unable

to complete the five-year term, the Executive Council shall appoint an interim Executive Director who will serve until the GSA Board can approve a nomination from the Executive Council.

2. Secretary-Treasurer: The Secretary-Treasurer is responsible for conducting elections and keeping the records of the Association, including the membership records and the minutes of the GSA Board, the Executive Council, and the General Meeting. The Secretary-Treasurer circulates the minutes to the GSA Board for approval within three weeks of any meeting and submits the approved minutes for publication in the Association Newsletter.

The Secretary-Treasurer is also responsible for the funds of the Association and, together with the Executive Director, prepares the annual budget of the Association for approval by the GSA Board.

The Secretary-Treasurer is selected by the Executive Council and presented to the GSA Board for confirmation. The Secretary-Treasurer serves a five-year term, subject to renewal following a satisfactory performance review by the President, Vice-president, and Executive Director in the fourth year of the term. In the event of a vacancy in the post of Secretary-Treasurer, the President shall appoint a member of the GSA Board to serve as interim Secretary-Treasurer until the GSA Board can confirm a new Secretary-Treasurer.

3. Editor of the *German Studies Review*: The GSA Board, upon the nomination of the Executive Council, shall approve the appointment of an Editor, who shall be responsible for editing the scholarly journal. The Editor shall serve as a non-voting ex officio member of the GSA Board.

The Editor shall appoint an Editorial Board and a Book Review Editor, who shall serve for terms established by the Editor. The Editor may also appoint an Associate Editor.

The Editor shall serve as the Business Manager of the publication.

The Editor shall serve for a renewable term of five years. During the fourth year of each term, the Executive Council shall conduct a review of the Editor's service.

Executive Council:

The President, Vice-President, Secretary-Treasurer, Executive Director, Editor of the *German Studies Review*, and the Immediate Past President shall constitute the Executive Council. The Executive Council meets as necessary to consider issues facing the Association and acts on behalf of the Association between meetings of the GSA Board within the framework of policies set by the GSA Board. The members of the Executive Council shall regularly communicate with one another during the course of the year and consult with the GSA Board in a timely manner.

V. Standing Committees

The Association shall have the following standing committees, chairs and members of which shall be appointed by the President in consultation with the Executive Council:

Nominating Committee: The members of the Nominating Committee shall serve for one-year terms. The Committee shall present two candidates for each elective office according to a reasonable deadline set by the Executive Director. In the event that the Nominating Committee is unable to meet this deadline, the Executive Council will supply nominees. Additional nominations may be made by members of the Association with nominating petitions signed by ten percent of the membership for each nominating petition and office. No member may sign more than one nominating petition per office. The Nominating Committee shall include on the ballot individuals nominated by petition.

The Nominating Committee is charged with ensuring that nominees for officers and the GSA Board reflect the diversity of the organization. The membership of the GSA Board shall normally be divided among a) literature and the humanities, and b) history and the social sciences. At least one member shall be in political science, and at least one member shall represent Austrian/Habsburg or German-speaking Swiss studies.

Program Committee: The members of the Program Committee shall serve for one-year terms.

Prize Committees: The members of the Prize Committees shall serve for one-year terms:

GSA/DAAD Book Prize Committee

Sybil Halpern Milton Memorial Book Prize Committee

GSA/DAAD Article Prize Committee

Archives Committee: The members of the Archives Committee shall serve for renewable terms of three years. This committee shall present annually at the General Meeting and in the Newsletter a report on the status of archives of major interest to the Association membership.

Investments Committee: The Investments Committee shall manage the Travel Endowment Fund and the General Endowment Fund of the Association. The Committee shall meet at least once per year to review the status of the funds. The Investments Committee approves the allocation of funds from the Travel Endowment Fund for disbursement by the Executive Director as travel grants.

Membership of the committee consists of the Executive Council and one or two additional appointed members.

Berlin Program Selection Committee:

Members of the American selection committee for Berlin Program Fellowships are appointed by the President in accordance with the goal of maintaining a disciplinary balance on the committee. Two committee members are appointed each year for three-year terms.

Ad hoc committees may be appointed as needed. The Executive Council, with the approval of the GSA Board, may establish additional standing committees.

Officers of the Association and members of the GSA Board shall not also serve as members of the Prize Committees, the Berlin Program committee, or the nominating committee.

VI

Elections

Each year, the nominating committee shall send its slate of nominees, including short biographies of each candidate, to the secretary-treasurer by the deadline set by the executive director. The secretary-treasurer shall distribute ballots to the membership of the Association either by post or e-mail no later than January 30 of each year, with a deadline for return of the ballots no more than eight weeks thereafter. A simple majority of all votes cast is required for election.

VII

General Meeting

1. The President shall call a General Meeting at the Annual Conference of the Association for purposes of discussing issues of current concern to the Association presented by the GSA Board. Where possible, any prospective changes of the by-laws or significant changes of association policy will be presented for discussion at a General Meeting before being submitted to the membership for a vote by ballot.

2. The General Meeting shall hear the reports of the President, the Secretary-Treasurer, the Executive Director, the Editor, the Archives Committee, and others as may be required and discuss and pass resolutions in accordance with Article II for submission to a vote of the general membership by ballot. The General Meeting may designate a committee to prepare a statement of up to 300 words on each such matter, and the GSA Board may likewise compose a statement of up to 300 words if it does not concur. Both statements shall accompany the ballot. The General Meeting shall be conducted according to *Robert's Rules of Order*.

VIII

Conferences and Sessions

1. The GSA Board shall call at least one conference per year. Every effort shall be made to rotate the meeting place of the conference among the various regions of North America.

2. The conference shall contain sessions devoted to various disciplines relating to Article II, affording opportunities for members in a variety of fields to disseminate their research.
3. The President, in consultation with the Executive Council, shall select a Program Committee for each conference. The Program Director shall issue a call for papers in the *Newsletter* and other appropriate venues (including electronic distribution), and endeavor to assure that representation is given to a variety of disciplines and topics.
4. The Association may sponsor sessions at conferences of other organizations.

IX Amendments

1. Amendments may be proposed by the GSA Board, the General Meeting, or ten percent of the Association membership. Amendments to the By-laws proposed by the General Meeting or ten percent of the Association membership must be reviewed by the GSA Board, which will, in a timely manner, either forward the proposed amendment to the Association membership for a vote with no more than nonsubstantive improvements of language, or determine that the Board is unable to forward the amendment to the membership because the proposed amendment, by itself or taken with other amendments, poses a threat either to the Association's compliance with public law or to its continued operation as a tax-exempt organization.

If the GSA Board is unable to forward an amendment to the membership for a vote, it will present its reasons at the next General Meeting.

2. The secretary-treasurer shall submit proposed amendments to a vote of the association membership by ballot, distributed by mail or e-mail. A simple majority of the votes cast is required for approval of an amendment.

X Dissolution of the Association

The GSA Board may determine to dissolve the German Studies Association, by a two-thirds vote, supported by a vote of a simple majority of the membership, determine to dissolve the German Studies Association. In that event, all assets of the Association must be distributed to another organization recognized as a 501(c)(3) organization by the Internal Revenue Service.

A New Interdisciplinary Initiative

On March 6, 2008, concluding two weeks of virtual discussion, the GSA Board passed the following resolution:

Resolved: the GSA Board authorizes the establishment of the position of Coordinator for Interdisciplinary Initiatives, to be supported by a standing Committee for Interdisciplinary Initiatives.

At its October 2007 meeting, the GSA Board passed a resolution that endorsed the goal of finding ways to institutionalize GSA support for interdisciplinary initiatives; it enjoined the Executive Council to discuss the means of doing so, and with its vote of March 6, 2008, it endorsed the following report, submitted by the Executive Council in February 2008:

The GSA will strive to become a gateway for interdisciplinary initiatives, encouraging ongoing interdisciplinary communication and collaboration among its members both within and beyond the bounds of the conference program. The Executive Council recommends the establishment of a position of Coordinator for Interdisciplinary Initiatives, to be appointed by the President in consultation with the Board and the Executive Council for a three-year term, beginning January 1, 2009. The Coordinator will chair a supporting committee of four to five members, also to be appointed by the President for staggered three-year terms beginning January 1, 2009. In consultation with the Coordinator, each year the President will enlist one member from the Committee for Interdisciplinary Initiatives to serve on the annual Program Committee as Session Coordinator for Interdisciplinary Panels and Themes.

It is anticipated that the Coordinator and supporting committee will devise means of building on the GSA's long history of interdisciplinary panels on the conference programs and its substantial history of proposing and encouraging projects that were carried out at multiple conferences or in venues outside the GSA, such as follow-up colloquia at academic institutions. The following are possible directions, not a prescriptive description, of interdisciplinary actions:

* Nurturing the creation of interdisciplinary panels on each year's program, finding ways to further foster communication between the disciplines, and/or creating a theme that would extend throughout the conference and/or over several conferences.

* Identifying outside interdisciplinary conferences, colloquia, etc. pertaining to German Studies and finding ways to encourage follow-up roundtables and/or panels at GSA conferences that would encourage the further progress of such projects.

* Identifying successful interdisciplinary panels on each year's program and seeking ways to encourage further development (e.g., encourage them to seek funding to sponsor a colloquium, etc.).

* Encouraging promising interdisciplinary groups to maintain ongoing communication through the establishment of a GSA Forum on the Website, such has already been successfully established for the Executive Council and the GSA Board.

* Considering how neighboring institutions (especially DAAD, but additionally, German Historical Institute, the American Association of Teachers of German, the Goethe Institute, the Berlin Program, the Alexander von Humboldt Foundation, and energetic Listservs like H-German) might be approached by interdisciplinary groups to seek viable financial support for their project(s) and/or participating in writing appropriate grant proposals.

* Seeking to foster ways to bring some projects to fruition through publication (e.g., work with the editor of the GSR to publish the papers of an especially provocative panel or consider whether to revive the Modern German Series, published under the rubric of GSA by Berghahn Press).

In accordance with the by-laws description of the Executive Director's purview over the activities of the GSA, the Coordinator will work closely with the Executive Director on the development of interdisciplinary initiatives and both will consult regularly with the Executive Council as such activities and initiatives develop. The Coordinator will submit an annual report to the Executive Director about these activities and initiatives, which will be presented at the meeting of the GSA Board and the General Meeting.

The Executive Council is aware that the establishment of a permanent position of Coordinator of Interdisciplinary Initiatives and a Committee on Interdisciplinary Initiatives will require an amendment to the by-laws. To facilitate this process, it therefore recommends that the first appointments, as described above, be made on a one-time basis with the approval of the Executive Committee, relying on the precedent of the appointment of the three-year German Studies Curriculum Guidelines Drafting Committee (1996–98). It is anticipated that before the first three-year term expires, the by-laws will have been amended to include the Coordinator and Committee.

A New Prize Competition for Social Scientists in the GSA

The Stiftung für Deutsch/Amerikanische Wissenschaftsbeziehungen (SDAW) has generously funded a new “SDAW/GSA Award for Best Paper by a Social Scientist within Five Years of the Doctorate.”

Award: 1,000 euros plus publication in the journal *German Politics & Society*. The award will be given every second year, beginning in 2009.

Selection Committee: The selection committee will be made up of three GSA members who are social scientists (including historians). One will be drawn from the editorial board of *German Politics & Society*. Two will come from the membership at large. (One of those may be drawn from the International Association for the Study of German Politics, the editorial board of German Politics, or from the Deutsche Vereinigung für politische Wissenschaft.) Ideally, three different fields will be represented each year. Each committee will serve for one year and will be appointed by the GSA President.

Committee Chair: One member of the committee will be selected by the GSA President to be the chair. He or she will coordinate the committee discussions and will write up and submit the laudatio for the winning paper.

Papers: Papers of 25 to 35 pages (7,000–10,000 words) with scholarly apparatus conforming to the *GP&S* style sheet may be submitted on any social scientific (including historical) topic related to German Studies. Some version of the paper must have been presented at a previous GSA conference, though revision and expansion of the GSA presentation before submission is permitted. Previously published works will not be considered since publication is one benefit of this award. Papers must be in English.

Eligibility: Any social scientist (including historian) within five years of the awarding of the doctorate at the time of paper submission. No scholar shall receive the award more than once.

Applications: A stapled copy of the paper and an electronic version via attachment should be submitted to each of the three committee members by the deadline. Papers should identify the author’s name, institutional affiliation, contact information, title of the paper, and word count. Papers are to be judged solely on the quality of the work itself, thus no CV will be required.

Deadlines: Completed applications should be submitted by January 15 of each year the prize is to be awarded. Applications need to arrive to all three committee members by the deadline date. The committee should report its decision to the GSA President by March 31 and should justify this decision with a paragraph or two about the winning paper and its significance. The winner will be announced at the GSA conference in October and, if in attendance, will be presented with the award. Publication will be in an issue of *German Politics & Society*, preferably in the year following the award.

Correction: Contributions to Jamie Bishop Scholarships

A notice that appeared in the winter *GSA Newsletter* regarding donations in honor of Jamie Bishop, who was murdered on April 16, 2007, while teaching German at Virginia Tech, was printed in error. The account to which the notice referred has been closed for some time. Contributions may be made to the following funds:

Jamie Bishop Scholarship in Graphic Arts Advancement Services LaGrange College 601 Broad Street LaGrange, GA 30240.

Jamie Bishop Scholarship Virginia Tech Foundation University Development (0336) 902 Prices Fork Road Blacksburg, VA 24061.

Gerald R. Kleinfeld Funds Professorship at Wartburg College: GSA Contributes to Kleinfeld Lecture/Event Series

As first announced in the winter 2007–08 *Newsletter*, Professor Gerald R. Kleinfeld, founding Executive Director of the GSA (1976–2005) and founding editor of the *German Studies Review*, has made a gift of \$ 1 million to fund the Gerald R. Kleinfeld Distinguished Professorship in German History at Wartburg College in Waverly, Iowa. The first Kleinfeld Distinguished Professor is Professor Daniel J. Walther, chair of the History Department at Wartburg and author of *Creating Germans Abroad: Cultural Policies and National Identity in Namibia*. For further details on the College and on Gerry's remarkable gift, please visit the Wartburg College Web site announcement at www.wartburg.edu/Article.aspx?ID=2150.

At its most recent meeting in San Diego, the GSA Board expressed its support for Gerry's gift and its appreciation for Gerry's contributions to German Studies by unanimously voting to make a contribution of \$20,000 to support the creation of an endowed Gerald R. Kleinfeld Lecture/Event Series at Wartburg College to attach to the Professorship that Gerry has funded personally. It is hoped that members and friends will also contribute to this permanent lecture series fund, so that the income that it generates can be used for all departments and faculty in German Studies at Wartburg.

Any contributions by individuals would be tax deductible. Checks can be sent to Wartburg College, Office of the Vice President for Advancement, 100 Wartburg Blvd., P.O. Box 1003, Waverly, Iowa 50677–0903. In the memo portion of the check, please write "Kleinfeld Project." If contributing by credit card, please go to the College Web site, www.wartburg.edu, find the menu for ALUMNI/VISITORS, pull down that menu and click on "Give Online," in the lower left side of the screen. IMPORTANT: Just below the credit card information, the form asks what the gift is for. Pull down that menu and select "other." Below it, describe what "other" is for: "Kleinfeld Project."

The GSA and Related/Affiliated Organizations

[In this issue the GSA Newsletter is continuing its regular feature on associations, societies, and centers of scholarly research with which it is officially affiliated or informally engaged, or which will be of particular interest to our members. It is quite appropriate that we should highlight the American Association of Teachers of German (AATG), an organization with which we share many members, and that, in view of our forthcoming conference in St. Paul, we should call attention to two outstanding centers at the University of Minnesota: The DAAD Center for German and European Studies and the Center for Austrian Studies.]

The American Association of Teachers of German: Serving the Profession since 1926

The purpose of the AATG is to advance and improve the teaching of the language, literatures, and cultures of the German-speaking countries by supporting its members with educational and professional services, publishing journals and newsletters, supporting research in the field of German studies, and advocating the language among the American public.

The AATG was founded in 1926 by college and high school teachers in the Metropolitan New York area. Research into these early days indicates that because the AATS (Portuguese was added in 1944) was already in existence (1917) and the French were planning the formation of the AATF (accomplished in 1927), there was strong motivation to form such an association for teachers of German at all levels of instruction quickly. On December 18, 1926, the first meeting of the organizers took place at Columbia University with representatives of both the pre-collegiate and postsecondary leadership in attendance. Major work on the constitution took place in 1927, and the publication of the *German Quarterly* occurred in January 1928.

In the first issue of GQ, the first AATG president, Camillo von Klenze, College of the City of New York, wrote: "...it becomes imperative for us teachers of German to use every legitimate means of improving the position of German in our schools, colleges, and universities. The first step ... is the formation of an organization embracing all teachers of German in every part of the country. Only by enthusiastic cooperation can we hope to accomplish anything tangible. We teachers in colleges and universities can learn from the men and women in the schools whose problems are essentially more pedagogic. They in turn can profit by contact with those whose main business it is to keep abreast of new currents in the higher life of Germany." Although the reasons stated here have changed, AATG has continued a strong tradition of supporting teachers of German from pre-kindergarten to graduate programs in American universities.

Today we have 61 chapters (1 in Europe) which hold at least two meetings a year, sometimes in conjunction with the state foreign language association and often engaging not only the teachers at all levels but also students in their activities and seminars. Often these meetings are supported by small grants. The AATG employs

seven staff members and is located in its own offices in a suburb of Philadelphia, Cherry Hill, New Jersey.

Perhaps our greatest accomplishment was a four-year program funded by the German government called "TraiNDaF." Statistics gathered from our members on their age ranges confirmed what we had long suspected, the graying of the membership. In order to assure future leaders at all levels of instruction, 97 younger colleagues were invited to participate in leadership development, each class for one year for the duration of the four year project. Many of these colleagues are already in major leadership positions in their departments and institutions, the regional and national AATG, and their state and regional organizations.

Another focus of our work is strengthening the continuum between pre-collegiate and post-secondary German programs. A major report with recommendations "Maintaining the Momentum" was published in 2000 under the leadership of Lynne Tatlock, and the association is supporting the next phase of the project "Sustaining the Momentum."

In 1997 the Student Study Abroad Endowment was established. To date, AATG members, chapters, and several organizations outside the profession have donated close to \$350,000, the dividends from which have funded 13 students thus far to study and live with families in Germany for part of the summer. A second Endowment, "Friends of AATG," has recently been announced, the intention of which is to support the infrastructure of the AATG once the funds reach \$250,000.

Among the major activities which the AATG administers each year to support its approximately 5,500 members are:

1. Promoting the highest quality of the teaching and research of the language, literatures, and cultures of the German-speaking world, and expanding teaching and research at all levels of and in all settings.

We offer the services of 80 professional development consultants to our 61 chapters and to individual members free of charge. Over 2,000 AATG members at all levels participate each year in these workshops and summer sessions which took place in Austria; Germany, and various locations in the United States. Topics of these summer programs included business German, teaching methodology, children and youth literature, and intensive language and culture workshops. AATG cooperates with the Goethe Institute here and abroad and other European organizations, institutions and universities to provide its members with stipends for culture-based seminars.

In addition, we make available many classroom-ready print and audio-visual materials at low or no cost to our members. AATG publishes, now in cooperation with Wiley-Blackwell, the **German Quarterly**, a literary and philological journal; **Die Unterrichtspraxis**, a twice-yearly pedagogical journal; and the **Newsletter** four times annually. We offer a certificate of merit (with the Goethe Institute) and three outstanding educator awards, as well as recognition for the best articles in the two journals. Each year we improve our Annual Meeting by adding more focused and timely sessions on literary, cultural studies, pedagogical and professional focus topics and issues.

2. Defining and promoting the highest standards for teachers and learners of the language, literatures and cultures of the German-speaking world.

AATG, as a leading member of the Foreign Language Standards Collaborative has been involved in the development of K-16 student standards, professional standards for the accomplished teacher of German through the National Board for Professional Teaching Standards, standards for the entry level teaching licensure, and the accreditation of teacher education standards through the National Council on the Accreditation of Teacher Education (NCATE).

3. Emphasizing the importance and obligation of providing increased access to, and equity in, all German program offerings at all levels for all students, including those from multiracial, multicultural and multiethnic backgrounds and for students in diverse geographic settings.

The Committee on Diversity (*Alle lernen Deutsch*) has been especially active with publications and the creation of a Web site, now part of AATG's Web site, and the development of teachers at all levels of instruction through summer workshops on the topic of diversity in the classroom and the diversity represented in the German-speaking countries. In cooperation with the CDS International, *WTSP (Work Immersion Study Program)* is designed for community college students who spend one month in Germany learning as much German as possible and then interning for two months in a position of their choice.

4. Fostering relationships within the language teaching profession, the teaching profession in general and the educational establishment at large.

AATG continues to conduct its annual meeting with the American Council on the Teaching of Foreign Languages, and is an affiliate of the Modern Language Association, the National Federation of Modern Language Teachers Associations, the Joint National Committee on Languages, the Foreign Language Standards Collaborative, and the *Internationaler Deutschlehrerverband*. The association also works closely with the embassies and foreign offices of the German-speaking countries, Goethe Institute, German Academic Exchange Service, German Information Center, CDS International, Max Kade Foundation, Checkpoint Charlie Foundation, and a variety of publishers.

5. Communicating to policy makers and the public the rationale, substance and value of learning German as well as the conditions for effective language teaching and learning.

In conjunction with the Goethe Institute, AATG provides teachers with materials on public relations strategies, posters, a video, brochures, and booklets on reasons for studying German. We conduct workshop on our newest advocacy materials *ProDeutsch*. We also write letters supporting the maintenance or initiation of German programs at all levels of instruction.

6. Maintaining and strengthening the structure of the Association and its communication with its members.

We disseminate focused information mainly through the AATG Web site and its two listserves (one discussion list with 1300 subscribers and the other for job

openings with 2600 subscribers) as well as a series of *Infoblätter* where we can target our audience more accurately on topics such as secondary school study abroad programs, testing and awards program, *Kinder lernen Deutsch* (Children learn German), and available materials.

7. Improving the quality of present services as well as developing new programs to serve a diverse membership.

We determine the needs of our chapter leadership and their members through continuous communication with them. The association's strategic plan "Critical Issues" was developed using membership surveys and focus groups when the document was in preparation. We evaluate all our professional development activities and our student programs. We revise our chapter officers' handbook annually and distribute it to members of the 61 chapter executive committees.

Why GSA members should join AATG

The benefits of AATG membership described above are numerous as many members can already attest. With growing competition for financial support and sufficient numbers of students for German language and culture studies programs, AATG membership represents a professional commitment to an organization that strives to support its members in many aspects of their work at all levels of instruction. Building a pipeline of students from the earliest stages of language acquisition to advanced study of German literature, cultural studies, politics, history, and economics, is part of our mandate to the profession.

Many departments pay the \$35 AATG student membership fee for their graduate students, in order to give them entrance into the larger professional community. Students seeking their first full-time job will find the AATG an immediate resource for language teaching, curriculum development, and the teaching of literature and culture in German. As you are aware, the positions open at most colleges and universities demand a broad set of expertise, language proficiency and teaching experiences from newly minted PhDs.

Finally, the importance of cooperation between AATG and GSA on the organizational level cannot be emphasized enough. We have much to learn from each other and to gain from working in tandem. Perhaps a quote from our first AATG president von Klenze says it best: "Only by enthusiastic cooperation can we hope to accomplish anything tangible."

The DAAD Center for German & European Studies at the University of Minnesota

Sabine Engel
University of Minnesota

With the GSA convening in St. Paul this year, it is particularly apropos to highlight the University of Minnesota and two of its centers that focus on German Studies, the DAAD Center for German & European Studies and the Center for Austrian Studies. Non-Minnesotans tend to associate the Twin Cities with cold, the arctic tundra. Some also think of Garrison Keillor, St. Paul native, radio host of *A Prairie Home Companion*, and incarnation of Norwegian understatement. Can such a man lie? Anyone who cares, especially those sought-after academics who earlier might have hesitated at the thought of Minnesota, now can hear a radio spot with U of M alumnus Garrison Keillor. It is part of the University's "Wish You Were Here" campaign. Minnesota, he says, is lakes, the Big River, art, music, theater, and four real seasons, all of which are pretty nice. You will have a chance to see for yourselves at the GSA meeting in October. If you go, do attend the dinner reception hosted by your colleagues on the campus of the U of M on Saturday, Oct. 4. A 20-minute taste of Twin Cities' music and theatre fare is included.

Welcome to one of the nation's centers for innovative interdisciplinary teaching and research on Germany and Europe.

The DAAD Center for German and European Studies was established in 1998 as a consortium of two major public US research universities—the University of Minnesota and the University of Wisconsin—with major funding from the DAAD and matching funding from the two universities. The center pursues three core objectives: to train the next generation of experts on Germany and Europe; to provide a focal point for research, teaching, and community education on German and European affairs; to develop, support, and sustain innovative cross-disciplinary structures for research, teaching, and learning.

The Center for German & European Studies at the University of Minnesota (CGES) is one of the most dynamic centers on campus and one of only six such centers nationally. It brings together 35+ faculty from a broad range of departments in the social sciences, humanities, and public policy. Affiliated faculty members are housed in Anthropology, Sociology, History, Political Science, German, Geography, Economics, Applied Economics, Music, Theatre, Management, Public Policy, and Pharmacy. In today's post-area-studies era this multiplicity is a strong asset. It also creates reliable structures for interdisciplinary work.

CGES reaches multiple constituencies: students and faculty; educators and children in public schools; business people and professionals; regional, national, and German policymakers; and a general audience in Minnesota. Its programs are fully internationalized.

Three core programs will be of special interest to faculty and graduate students also at other universities. (For the full range of CGES activities, please visit our Web site at www.cges.umn.edu)

Interdisciplinary and International Research Collaboratives:

Innovative research increasingly depends on teams of faculty and graduate students from more than one institution and several disciplines working together. They need to be able to interact directly, for sustained periods, and across significant geographical space. To that end CGES has developed the research collaborative model, a structure that allows interdisciplinary teams of faculty and students at the University of Minnesota to collaborate on a defined project with colleagues at a partner institution for a period of one to two years. Research results from these collaboratives are regularly published and shared at academic meetings.

CGES research collaboratives examine the philosophical, social, historical, political, economic, legal, and cultural issues that make Europe (and Germany) a locus of contested ideas.

Typically, research collaboratives culminate in a seminar taught concurrently at the two partnering institutions and linked by interactive television, but faculty may also choose other forms of collaboration, such as intensive, short-term workshops, or electronically linked colloquia. Keeping the format flexible is particularly important for projects in the social sciences; semester-long joint seminars may not deliver the best pay-off in those disciplines, while intensive short-term workshops can be very productive. Research collaboratives effectively maximize intellectual resources at the participating institutions.

CGES will support nine research collaboratives in the period 2008–2012 and another seven to nine in the period 2013–2017. Proposals for funding are accepted annually. If you have a research project you would like to pursue with a colleague (or even two colleagues) at the U of M, talk to them and see the detailed proposal information on the CGES Web site.

Trans-Atlantic Summer Institute in European Studies

Offered annually, the Center's Trans-Atlantic Summer Institutes in European Studies (TASI) provide exceptional collaborative opportunities and build relationships between faculty and graduate students. It is a full fellowship program. Doctoral student fellows from anywhere in Europe and North America explore advanced topics relating to Germany's and Europe's history, politics, and society. Each summer, 12 European and 12 North American fellows work together intensively for 2–3 weeks and examine questions that will enrich their dissertations. Participants learn to combine the best aspects of training on both sides of the Atlantic. Topics change annually. The summer institute site alternates between the University of Minnesota and major German or other European universities.

First launched in 2001, TASI has been a stellar example of internationalization in tertiary education. Future summer institute themes will continue to have a European-wide dimension and also include comparisons with developments in other parts of the globe. Alumni of the Summer Institutes continue to move into university and other professional careers on both sides of the Atlantic. Many of them continue to collaborate on research and pedagogical projects through the networks they establish in the Summer Institutes.

Akademie für DeutschlandStudien in Wittenberg

Created in 2002, the *Akademie für DeutschlandStudien Wittenberg* is a unique professional development program for K-12 teachers of German in the continental United States. It provides teachers with an energizing, supportive, and challenging environment in which to work collaboratively to enhance their teaching. The program's focus is on current German culture and society. To ensure broad access to the program, selected teachers receive a generous fellowship to cover most of the program costs. Award volume: 10–12 fellowships annually.

Teachers are addressed as multipliers. Fellows attend a preparatory workshop at the University of Minnesota in late spring, spend three weeks in the summer in Lutherstadt Wittenberg, where they live with host families and attend daily class meetings of a course designed especially for them; a final workshop at the University of Minnesota in early fall concludes each year's program. Fellows return to their classrooms feeling re-energized and equipped with up-to-date materials and renewed enthusiasm for teaching. On average, teachers instruct 120 to 150 students a year. With close to 60 supported teachers to date, this fellowship program has helped improve the quality of German language instruction for over 6,500 middle-school and high-school students. Advertised nationally, the program has drawn participation from Minnesota, Wisconsin, Arkansas, Florida, Indiana, Maryland, Missouri, New Jersey, New York, North Carolina, Pennsylvania, and Texas. Deadline for application: January 15.

The Center for Austrian Studies at the University of Minnesota

Gary Cohen and Daniel Pinkerton
University of Minnesota

The Center for Austrian Studies at the University of Minnesota is North America's longest-lived research center for the interdisciplinary study of the Habsburg Empire and its successor states, and arguably the most influential.

The Center for Austrian Studies has its origin in the decision by Austrian government officials to use the American Bicentennial as an occasion to thank the United States for its political and economic support after 1945. On the suggestion of several Austrians and Americans, including the Center's founding director William E. Wright, the government decided to give \$1 million to an American university for the purpose of promoting Austrian Studies in the United States. Half the sum was to be raised from the public sale of \$3 "American Bicentennial Star" decals; the other half was to be contributed by the Austrian government. The Austrian public's response to the appeal was so enthusiastic that the goal was surpassed by \$200,000, and the government matched the entire amount raised from the public.

Fifteen universities competed for the gift. The University of Minnesota was chosen over the other two finalists, Yale and Stanford, for several reasons: its existing faculty strength in Central and Eastern Europe, its location in the American heartland among a population with substantial German-speaking ancestry, and its status as a first-rate public university, which made it a natural partner for the public universities of Austria. The University of Minnesota was awarded \$1 million to endow the Center for Austrian Studies, and Chancellor Bruno Kreisky presented the gift in person on March 16, 1977.

The Center for Austrian Studies was founded with a distinct set of purposes. Above all, the Center was to serve as a focal point in the United States for the study of Austria spanning the humanities, the social sciences, the applied sciences, and the fine arts. It was to serve as a catalyst in aiding the studies, research, and teaching of those already interested in Austrian themes and issues and in stimulating others to work in this area. Unspoken was the understanding that making such a commitment to further Austrian studies would have a salutary impact on American college and university education, where studies of continental Europe all too often got little farther than France, Germany, and perhaps Russia.

Bill Wright and his colleagues in Minnesota understood that the study of Austria implied the study of the neighboring countries that share the Habsburg heritage. David Good, who succeeded Bill as CAS director, made the connection explicit. He reminded our constituency, in an expanded mission statement that was followed by a series of dynamic conferences and research projects, that Austria was connected with a Central and East Central Europe that was too often forgotten during the Cold War era. The whole region shares a tradition rich in important intellectual, cultural, religious, scientific, and economic developments continuing since the Middle Ages that have shaped the rest of the world. Neutral Austria, was an important bridge between western and east central Europe during the Cold War years. It has only increased its mediating role with the end of communist rule in

the neighboring countries and their growing integration in a united Europe.

The emergence of a strong European Union convinced current director Gary Cohen to expand the Center's focus to include the role of Austria and other East Central European countries in the New Europe. Our mission statement was fine tuned to emphasize that our support of scholarship that goes across disciplines and geographical boundaries includes examinations of recent forms of cultural, political, and economic collaboration among states with a Habsburg heritage. Our spring 2008 symposium, "Social Policy in the New Europe: The Experience of Austria and the Smaller EU Members," was one result of such an approach. In a new departure, the conference participants made appearances in graduate seminars on campus and held a workshop for local and regional policy practitioners.

Over the last thirty years additional centers for Austrian studies have followed at the University of New Orleans, the Hebrew University in Jerusalem, and the University of Alberta as well as individual professorial chairs at other universities; but the Minnesota center was the pioneer and remains a leader.

Since its founding, the Center has a strong record: our international scholarly conferences and the collections of selected and revised papers published by Berghahn Books (nine volumes since 1989); the *Austrian History Yearbook*, now published by Cambridge University Press, which has flourished under the editorship of editors R. John Rath, Solomon Wank, Charles Ingraio, and now Pieter Judson; the *Austrian Studies Newsletter*, a mixture of lively, thought-provoking interviews and feature articles on cultural, social, political, and economic events that is sent free of charge to 3,000 people around the world; our sponsorship of faculty and student exchange programs between the University of Minnesota and Austrian universities; our on-campus lecture series; our outreach programs in the community, including special lectures, symposia, films, and concerts; and numerous other programs.

To be true to its mission of advancing research and public education, the Center for Austrian Studies must constantly reinvent itself, blending tradition and innovation. The Center's director and advisory board undertook a strategic planning effort and have charted a course for the next three to five years that, among other goals, calls for a major new collaborative research program on the social, demographic, cultural, and intellectual aspects of the Austrian-American migration experience. In spring 2008, this project was awarded a major grant by the Botstiber Foundation.

In the meantime, the Center has increased its public education and community outreach programs. In fall 2008, the Center will sponsor a public forum, "Global Climate Change, Sustainable Agriculture, and Bioresources: Challenges, Opportunities, and Choices," which will bring together scholars, leaders in non-governmental organizations (NGOs), and government officials to share ideas and inform the public. This forum will be underwritten by the Horst Rechelbacher Foundation. As part of the event, the Twin Cities Public Television will create a one-hour television program based on the forum's content and featuring interviews with participants; this will be broadcast multiple times around the state of Minnesota.

The Center will also increase the fellowship support it offers to Minnesota graduate students interested in Austria and Central Europe. A new William E.

Wright Graduate Fellowship in Austrian and Central European History is being established. The Botstiber Foundation will support a Graduate Fellowship in Austrian and Central European Studies beginning in 2009–10.

As you can see, the Center is not resting on its three decades of success. We are working on important new initiatives to innovate yet continue, we hope, the Center's best traditions. We are grateful not just to our financial supporters but to our various audiences. We hope that we continue to make a difference in their lives.

In Memoriam

Gerald D. Feldman, 1937–2007

Colleagues, students, and friends mourn the loss on October 31, 2007, of Gerald D. Feldman, a creative force in German history for more than forty years, after an eight-month battle with lymphoma, fought with humor and great fortitude.

Feldman joined the faculty at the University of California-Berkeley in 1963, just as the Free Speech movement and the protests against the Vietnam War were about to throw the campus into turmoil, making it briefly a focus of world-wide attention. The atmosphere of marathon faculty meetings and mass demonstrations was not the most promising environment for a young man who had yet to finish his dissertation. But in a department where the austere Hans Rosenberg was still a formidable, exacting presence, the lively 27-year old Feldman (younger than some of the graduate students he taught), was an immediate hit. In spite of the multitude of political distractions, during which he supported, as did most of his department, the forces demanding reform, Feldman finished his dissertation and made full professor within seven years. Published in 1966, his *Army, Industry and Labor in Germany 1914–1918* immediately put Feldman among the leaders of his generation and made Berkeley, where he and Rosenberg established a warm relationship of mutual respect, a center of what was then known as “the new critical history.”

With productivity matching his precocity, Feldman followed with an explosion of articles and books laying bare the intersection of economic with political power in Central Europe, eventually covering the whole first half of the twentieth century. Especially *The Great Disorder: Politics, Economics, and Society in the German Inflation 1914–1924* ([1993]; 1997); *Hugo Stinnes: Biographie eines Großindustriellen 1870–1924* (1998); *Allianz and the German Insurance Business, 1933–1945* (2001; German edition, 2000); and his two-volume work, with Oliver Rathkolb, Theodor Venus, and Ulrike Zimmerl, on *Österreichische Banken und Sparkassen im Nationalsozialismus und in der Nachkriegszeit* (2006) are esteemed for their clarity of exposition, empirical depth, and analytic rigor. It would be daunting to count the pages of Feldman’s massive *oeuvre*, which are probably unmatched among historians holding full-time teaching positions at a university. Their quality is testified by the numerous prizes and distinctions that crowned Feldman throughout his career, culminating in Germany’s *Großes Verdienstkreuz* (Commanders Cross of the Order of Merit) in 2000 and his election to the Bavarian Academy of Sciences in 2004.

Young Feldman had not trained in economics and never set out to become a “business historian,” a term he rejected. Like a shrewd investigative reporter, he “followed the money.” Yet it was never only the money that Feldman tracked. Endlessly curious, he exemplified Marc Bloch’s description of the good historian: like

“the ogre of the legend. Wherever he smells human flesh, he knows that there he will find his prey.” It was his pursuit of “human flesh” that explains why Feldman kept returning to the archives—in nine different countries—with a gusto granted to few graduate students, much less to scholars in their sixth and seventh decade.

Although Feldman is associated with the revival of “political economy,” the term hardly does justice to his animating passions. Like that other author of monumental works, E. P. Thompson, Feldman was explicitly concerned with the “moral economy” of the world he studied. “[E]conomic logic’ does not exist independently of business ethics and basic moral standards,” Feldman insisted; it is “important to examine the political and moral economy of entrepreneurial behavior.” Just such an examination inspires his study of the *Allianz* insurance company and of Austria’s *Creditanstalt* and the *Länderbank Wien* between 1933–1945. Economic recovery, the need for foreign exchange, and the demands of war all get their due, but these works are also alive to the human stories—the good, the bad, and the ugly—behind the “aryanization” of shareholders, board members, and valued employees; to the shattering of moral assumptions as customers are despoiled; to the farcical, as *Allianz* leaders sought to maintain their firm’s reputation internationally while still enabling a criminal regime to collect on insurance policies held by the victims after the great pogrom of 1938 (*Kristallnacht*). Although Feldman had no trouble recognizing a knave when he saw one, he was not one to pronounce self-righteously “moralistic” judgment on men confronted with choices he would never face. He was always acutely aware of the historian’s responsibility to try to assess just how narrow, or broad, their choices might be. And he never tried to make these judgments seem simpler than they were. As he confessed in *The Great Disorder*, “The German inflation—above all, the hyperinflation—presents profoundly difficult problems of moral and political as well as economic and financial accounting.” That accounting was done with restraint and compassion, and always with an effort to see things steady and to see them whole.

For me, Feldman’s defining quality was not his wit, his energy, his productivity, prodigious though these were, but his moral courage. He demonstrated it in 1997, at a seminar he gave at Koc University in Istanbul on the Anatolian railway during World War I. To the consternation of some, his discussion included references to the eye-witness reports from railway officials he had read in the archives of the Deutsche Bank on the deportations and massacres of Armenians in Anatolia, reports that clearly designated the Ottoman government as responsible for these horrors. Afterward he was approached by a dignitary who requested that he not speak publicly of these matters, “or we will not invite you again.”

Feldman’s courage had already been tested in what became known as “the David Abraham affair.” He had been one of the referees of the manuscript of Abraham’s award-winning *Collapse of the Weimar Republic: Political Economy and Crisis* (1981). Although he strongly disagreed with Abraham’s argument, after the latter met his objections on substance, Feldman had recommended publication, leaving it to the scholarly community to decide the merits of its interpretation. When other scholars uncovered serious discrepancies between Abraham’s citations and his archival sources, Feldman felt personally responsible. The book, after all, not

least in its acknowledgments, bore his imprimatur. He aired the charges against it in several circular letters sent to colleagues, a procedure felt to be illegitimate by Abraham's friends and supporters, as well as by others with little interest in the truth or falsity of what was actually in dispute. The result was that a controversy over Abraham's honesty became a controversy over Feldman's response, a controversy that split much of academia and eventually appeared (among other places) on the front pages of the *New York Times*. In my own view, the real culprits were the constraints imposed by our disciplinary journals, which do not normally allow scholars the space with which such an important conflict can be battled out in public. Ultimately, *Central European History*, to its everlasting credit, allowed each man space in its June-September 1984 issue to make his own case and rebut his challenger's: 130 pages in all (Feldman took 40 pages; Abraham, 88). From the outset Feldman was aware that to pursue his charges against the *Collapse of the Weimar Republic* would lose him friends and gain him painful notoriety—which it did; that a dispute over academic integrity would be only too easy for outsiders to interpret as a "*Richtungsstreit*" (in Abraham's words), and, even more easily, as the unequal assault of a tenured Goliath on an untenured David. He went forward. Our work is founded, he felt, not only on industry and accuracy, but ultimately on trust. Without that trust, everything falls.

To end with the Abraham controversy, however, would give an inadequate impression of a man distinguished by his incredible patience with the moral difficulties of others. I have seen Feldman, in the midst of the busiest of schedules, take the time to find answers to the urgent queries of an elderly German émigré who had somehow entangled herself with a group of devotees of the once-famous *Wasserheilkunde* of the nineteenth-century Bavarian Catholic *Lebensreformer*, Father Sebastian Kneipp—and had applied to our history department for help. I have read the 82-page booklet entitled "The Feldman File," compiled and "published" by the late Professor Serge Lang, the distinguished Yale mathematician, who in the mid-1980s became exercised about a group letter he read in "Vietnam Day Committee News" that Feldman had signed some twenty years earlier, during the Berkeley unrest of the sixties. Lang contacted Feldman demanding answers to a series of questions concerning Feldman's statements during the Vietnam war protests. Although the subsequent 35-page (single-spaced) correspondence was polite throughout, and ended amicably, one can only shake one's head at the time and effort Feldman spent satisfying the scruples of someone with no claim on him other than having, when Feldman was an undergraduate at Columbia, tried (unsuccessfully, apparently) to teach him some math.

Feldman was a man of parts, with an immense curiosity about the world, a keen interest in public affairs, and an abiding passion for music, especially opera (and especially Wagner). He was justly famous for his generosity to colleagues; his loyalty to his students; his years of service to our profession and the institutions that sustain it. No one could be so productive without iron discipline, yet Feldman dropped everything when visitors—scholars from abroad or former *Doktoranden*—came to town. During the decade he directed Berkeley's Center for European Studies, dinner parties *chez* Feldman would sometimes occur several times a week—a

hospitality made possible by the talent and graciousness of his wife, Dr. Norma von Ragenfeldt-Feldman, who shared in all his work, enthusiasms, and undertakings. It is difficult to imagine the work of German history going forward without Gerry Feldman and his titanic energies. Our world has suddenly become a smaller, poorer, drabber place.

Margaret Lavinia Anderson
University of California, Berkeley

Daphne Berdahl (1964 – 2007)

With the untimely death of Daphne Berdahl, anthropology lost one of its leading scholars of Central and Eastern Europe. The author of the path-breaking book *Where the World Ended: Re-Unification and Identity in the German Borderland* (1999), she was a key theorist of the transition from state socialism to capitalism and one of the finest ethnographers the discipline ever produced. She also made important contributions to the anthropology of borderlands, memory, and consumption.

Berdahl was born in 1964 to Margaret and Robert Berdahl, an American historian of Germany and later a prominent university administrator. She grew up in Eugene, Oregon and attended Oberlin College, where she studied history and German. Following her 1986 graduation, she spent a year each at the University of Tübingen and the University of Illinois, preparing for graduate study in anthropology. In the fall of 1988, she enrolled in the Ph.D. program at the University of Chicago, where she studied with Bernard Cohn, Sharon Stephens, and James Fernandez who became her dissertation advisor.

At the University of Chicago, Berdahl was part of a vibrant group of graduate students who worked on Europe, which, at the time, was still considered marginal to anthropology at large. With her sights set on Germany and a particular interest in borders, she decided to undertake ethnographic research in the Eichsfeld region, an area that was bisected by the inner-German border. Berdahl arrived in the village of Kella in 1990, witnessing first-hand the immediate aftermath of the *Wende* and Germany's reunification. After two years of pioneering fieldwork on the postsocialist condition, she returned to Chicago where she completed her doctorate in 1995. She spent the following two years at Harvard University, first as a postdoctoral fellow and then as a lecturer in the Department of Anthropology. In the fall of 1997, she accepted a position at the University of Minnesota, where she received tenure in 2000. At the time of her passing, she was Associate Professor of Anthropology and Global Studies.

Within the discipline, Berdahl was most strongly identified with the anthropology of postsocialism. As one of its pioneers and leaders, she mounted an important challenge to "transitology," dominated as it was until the late 1990s by political scientists and economists. Against their "linear" and "teleological" narration of the transition in terms of "capitalist 'triumphalism,'" Berdahl championed a view that emphasized "the contradictions, paradoxes, and ambiguities of postsocialism."¹ Her work on *Ostalgie* – she was one of the first scholars to take seriously the nostalgia for state socialism – was a case in point. Scholars in other disciplines tended to regard the phenomenon as a trivial side effect of the large-scale transformations. Berdahl, by contrast, recognized it as integral to the transition itself, a position that became the topic of a memorable exchange between her and Charles Maier at a 1998 conference in Vienna.² As Berdahl later explicated, Maier's account of the *Wende*³ had been "relatively uninterested in the voices and experiences of ordinary Eastern Germans," the very aspects of everyday life she sought to restore to scholarly view.⁴

Berdahl accomplished this objective to great acclaim in her book *Where the World Ended*.⁵ Based on her dissertation and an additional stint of fieldwork in 1996, it was an exemplary study of the transition. Set in Kella, it was first and foremost an account of the radical and sudden transformations in the village. But in the fashion of anthropology's best ethnographers, Berdahl readily discerned in such local realities the processes of German reunification at large. The village's proximity to the former border was crucial in this respect. Berdahl treated the boundary as both symbolic and real, allowing her to view her interlocutors' frequent border-crossings in both their immediate and historical significance. The result was an on-the-ground account of the emergence of a new East German subjectivity, the *Ossi*, whose genealogy in the former GDR was imprinted on her body and behavior and dramatized in her encounters with the West and its *Wessis*.

In beautifully constructed chapters, Berdahl traced this development in such areas as social structure, religion, and historical memory. Analyzing social transformations in the East, for example, she typically found an analytic inroad in a telling joke: "What is the most difficult [adjustment] for the Ossis since the Wall fell? Having to survive without connections."⁶ Explicating the joke through her rich ethnographic material, Berdahl documented how social differentiation in the GDR was marked by an individual's level of *Beziehungen*, her networks and access to nodes of power. In the new era, *Vitamin B* (for "Beziehungen") no longer spelled success, one of the many lessons *Ossis* had to absorb in the wake of the *Wende*.

Berdahl's descriptions of the lessons in consumption were particularly vivid. During her fieldwork, she had frequently accompanied villagers on shopping trips across the former border; and she brilliantly described their "lack of a certain cultural fluency," as in the following passage:⁷

The stereotypical insecure Ossi, for example, walks with her head down and asks the store clerk not where a certain product is but, "Do you have it?" – a practice stemming from an economy of shortages, when the issue was not where a product might be but whether the store even had it. Whereas West Germans could refer to certain products by their brand names – such as Tempo for a tissue, Tesa for adhesive tape, or Uhu for glue – East Germans would describe their function. When people described differences between East and West Germans, they frequently pointed only to consumption practices, "Ossis compare prices," I was often told; "Wessis always know what they want to buy." It was usually during shopping trips in the adjacent western town of Eschwege that people would recriminate themselves for behaving like an Ossi. "Now she probably knows I'm an Ossi," one woman whispered to me about the bakery clerk, "I didn't know what the bread was called."⁸

Katherine Verdery clearly had such passages in mind when she praised Berdahl's book for its "attention to detail" and skill in "giving those details theoretical dimension," adding famously that "it is not often that reading a book for review has led me to rewrite a syllabus I was about to hand out, but that is what happened when I read *Where the World Ended*."⁹

Indeed, *Where the World Ended* is ethnography at its best and an exemplar of thick description. Berdahl captured the sights, sounds, and smells of Kella. But

what really came to life were its inhabitants. As an ethnographer, Berdahl worked without a tape recorder, drawing her data entirely from participant observation and the copious notes she took at the end of each day. The resulting representations had novelistic qualities, with fully realized settings and characters seamlessly blending into the larger arguments about the transition and German reunification. These qualities have also helped make *Where the World Ended* a hit in classrooms, where it is equally at home in graduate seminars and introductory undergraduate courses.

Berdahl never rested on the laurels of *Where the World Ended*. Even before its publication, she conceived an ambitious follow-up project. Building on her previous work on consumption, she wanted to probe its relevance for the creation of new citizenship regimes. The starting point of this investigation was the realization that the key discourses in the transition ultimately turned on a conception of citizens as consumers. The transition, in other words, was less about the achievement of political freedoms (the right to vote in free elections) than the attainment of consumptive privileges (the right to make choices during shopping).

Berdahl began the empirical work on “Citizenship and Mass Consumption in Post-Wall Germany” in 1998, focusing on Leipzig. With a long tradition of trade fairs, a vast and newly created mall area, and its rapid deindustrialization, the city became a paradigmatic space for a study of the “making of citizen-consumers.”¹⁰ Berdahl returned to Leipzig for research stays in 2001 and 2003 and continued to work on the project despite her deteriorating health. Her determination, in fact, was extraordinary; and a few months before her death, she was thrilled to win a Guggenheim Fellowship to support the project, parts of which were published as articles.¹¹

Along with *Where the World Ended* and the book series “New Anthropologies of Europe,”¹² these articles are the rich intellectual legacy of an exceptional scholar and wonderful human being. A woman of tremendous generosity and kindness, Daphne Berdahl is dearly missed by her many friends and colleagues. In addition to her parents, she is survived by her husband John Baldwin and her daughters Audrey and Eloise.

Matti Bunzl

University of Illinois, Urbana-Champaign

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¹ Daphne Berdahl, “Introduction: An Anthropology of Postsocialism.” In Daphne Berdahl, Matti Bunzl, and Martha Lampland, eds., *Altering States: Ethnographies of Transition in Eastern Europe and the Former Soviet Union* (Ann Arbor: University of Michigan Press, 2000), 1–13, here, 1.

² “Historical Memory/ Historisches Gedächtnis.” Conference held at the Internationales Forschungszentrum Kulturwissenschaften (IFK), Vienna, March 19–21, 1998.

³ Charles Maier, *Dissolution: The Crisis of Communism and the End of East Germany* (Princeton: Princeton University Press, 1997).

⁴ Daphne Berdahl, "Introduction," 3.

⁵ Daphne Berdahl, *Where the World Ended: Re-Unification and Identity in the German Borderland* (Berkeley: University of California Press, 1999).

⁶ *Ibid.*, 115.

⁷ *Ibid.*, 168.

⁸ *Ibid.*, 168.

⁹ Katherine Verdery, Review of *Where the World Ended: Re-Unification and Identity in the German Borderland*. *American Ethnologist* 27(2): 545–46, here 545.

¹⁰ Daphne Berdahl, "Citizenship and Mass Consumption in Re-Unified Germany." Paper presented to the Sociocultural Anthropology Workshop, University of Illinois at Urbana-Champaign, August 29, 1999.

¹¹ See esp. Daphne Berdahl, "The Spirit of Capitalism and the Boundaries of Citizenship in Post-Wall Germany." *Comparative Studies in Society and History* 47(2): 235–51.

¹² Daphne Berdahl, Matti Bunzl, and Michael Herzfeld, eds. "New Anthropologies of Europe" (Indiana University Press).

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