
German Studies Association

Newsletter

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GERMAN STUDIES ASSOCIATION

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NEWSLETTER

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German Studies Association

NEWSLETTER

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SECTION I

ASSOCIATION NEWS

GSA now has a home page on the internet. This is our address:

<http://h-net2.msu.edu/~gsa>

Please understand that this address is case-sensitive, which means that there are no capital letters. On the home page, you will find general information about GSA. In addition, there are a number of linked files. For example, if you click once on the words "membership form," a GSA membership form will appear. The form can then be printed out, and mailed with a new member's check to the Secretary-Treasurer of the Association. This is the easiest way to recommend that some colleague join GSA. Just give them our internet address, or ask them to search it on the internet, and they can easily pull up the membership form.

Other sections accessible from the GSA home page include a copy of the most recent Conference Program, with all relevant data. This is another document that you can call up at any time and print out, long before you get the printed version in the mail. By the time that you receive this *Newsletter*, the preliminary draft of the 1997 Washington Conference Program will be on the home page. Remember, please, the printed version that you receive in August is the final version, and sessions may still be changed or moved. Thus, the Conference Program on the internet is not the final version. There are usually a number of corrections before we go to press.

The home page also displays the current Guidelines for Curricula in German Studies, as well as the draft of the proposed new guidelines. In addition, there is information about submitting a manuscript to German Studies Review and how to become a book reviewer. In the future, the GSA home page on the internet will be an easy way to learn more about the Association, and it will help you to help the membership grow. Helping the membership grow, and spreading our costs over a larger membership base, is the easiest way to keep dues from rising.

Another good feature of the GSA home page is that the home page has a direct link to the NEH, the National Endowment for the Humanities. If you are on the GSA home page, look for the NEH logo. When you are on it, click, and you will be forwarded immediately to the NEH home page. You can also find the GSA home

page from the home page of the American Council of Learned Societies (ACLS). Just find GSA among the list of member societies, and click on our name. You will be immediately connected to the GSA home page.

Don't forget to set a "bookmark" to the GSA home page, so that you can just click once whenever you sign on the internet, and you will be automatically connected to us. This is a great feature, because you will not need to remember our internet address. You can just use the bookmark and click, and you will be right there. Look at the computer section in this *Newsletter* to learn how to do this.

GSA Now Accepts Credit Cards

Primarily to assist in processing dues from countries which use other units of currency than the U.S. dollar, GSA will now accept Master Card and Visa for dues and other charges, including conference fees. GSA is charged for this service on both a percentage of fees collected basis and on for monthly service and statements. So, it is far from free. We are doing this on a three-year trial basis. Frankly, we hope that United States members will continue to send their dues with a personal check. More of your money goes to GSA when you pay by check. However, there are ways of reducing the cost basis. One is to give us permission to charge your card annually until you withdraw that permission. Your credit card statement is your receipt for payment to us, but we save postage and mailing of your annual dues notice. And, it avoids us having to send you a second notice, if you misplace the first one. That helps us with costs and staff time.

Foreign members can use the credit card system to pay dues at any time. However, the U.S. dollar equivalent dues will be set by the GSA Executive Committee at its annual meeting in September, 1997. In the meantime, foreign members will be charged an approximate U.S. dollar equivalent. In time, we will probably close our account at the Deutsche Bank and have foreign members pay only by credit card. We have been having trouble getting legible receipts from the Deutsche Bank, and credit card billing is both convenient and easily identifiable. Finally, since our U.S. bank has begun charging us a service fee U.S.\$5 for each Canadian check, over and above the conversion fees and charges, we are seeking another financial institution where that will not be the case. It is possible that we will have to begin requiring U.S. dollar checks from Canadian members or payment by credit card. Sorry. We have been trying.

A frequent complaint heard from members is that the Conference on-site registration payments go slowly. We hope that utilizing credit cards will make the lines move faster. We will have a credit card machine there. Still, the fastest way to go through the line at the Conference Registration Desk remains to send in your fees in advance.

1997 Twenty-First Annual Conference in Washington, DC

The Twenty-First Annual Conference of the Association will be held September 24-28 in Washington, DC. Our Hotel, the Hyatt Regency Bethesda, is the same hotel we used in 1992. It has become too small for us, so we will have some overflow sleeping rooms at the Holiday Inn, a few blocks away. All of the meeting rooms will be in the Headquarters Hotel, the Hyatt. The best way to assure that you will be in the Hyatt is to reserve early. The Hotel will not accept direct reservations from members or participants. The only way to reserve a room and get the GSA rate is to reserve the room through GSA. A Reservation Form will be sent with the Conference Program, of course, as will a Conference Registration Form. However, to assist members in planning in advance, we are also enclosing a Conference Registration Form and a Hotel Reservation Form with this Newsletter. In addition, there will be a Conference Registration Form and a Hotel Reservation Form on our web site. These can be printed out at any time and from anywhere. Your Hotel Reservation Form will be accepted and forwarded to the Hotel when it is accompanied by the paid Conference Registration Form and sent to GSA. The Hotel will send you a confirmation. In this way, we hope that no persons who are not attending the GSA Conference will be able to take away rooms from our block. Only GSA Conference participants will be entitled to use our lower reserved rates at the Hotel.

This will be another large Conference, and we are pleased that so many scholars have responded and proposed sessions to the Program Committee. As soon as the Committee has completed its work, we will be able to post the 1997 Conference Program on the internet at our home page. It will be there by the time that you receive this *Newsletter*. The printed copy will be mailed, as usual, in August. If you would like to have a copy earlier than that, you can easily print it out from the home page. Remember, though, that the printed version that you will receive in the mail is the final version, and that changes will be made. Do not make travel plans based upon one session at a particular time on a particular day. Sessions may be moved.

Participants are reminded that, unless they requested audiovisual equipment on their proposal forms, they will not be able to request such equipment later. Not all requests made with proposal forms can be approved, because we only have a limited budget for such equipment, and the cost at hotels is rising rapidly. Kindly do not seek

to have audiovisual equipment added to your proposal at this stage. However, you may always order such equipment for your session directly from the Hotel and pay the fees yourself.

1998 Twenty-Second Annual Conference

The 1998 Conference of the Association will be held September 24-28 in Salt Lake City, Utah. The deadline for submitting proposals for this Conference will be February 25, 1998. This is the normal deadline date. The Program Committee will be announced in the December issue of the Newsletter, and the names and addresses will also be posted on our home page.

Max Planck Institut für Geschichte

In 1996, the Senate of the Max Planck Gesellschaft was asked by its new President to consider closing some of the institutes. Among those scheduled for closing would be the Max Planck Institut für Geschichte in Göttingen. This is the only history institute of the MPG. The German Studies Association joined many individuals and some other organizations in writing to the new President, urging the Senate to keep the MPIG open. Our letter was posted on the internet. GSA decided that a concerned approach, showing understanding for the serious financial situation of the MP, would be the best way to make an appropriate impact. After discussing the matter with the Director of the MPIG, Hartmut Lehmann, GSA President Gerhard Weinberg and Executive Director Gerald R. Kleinfeld sent the letter, which also pointed out that this was the only history institute of the MPG, and suggested that its closing would send a bad signal to universities. The latest news is that the MPIG will now not be closed, although it will lose some positions. We hope that our letter has contributed to this development.

State University of New York at Albany

After learning that the State University of New York at Albany, a flagship campus of the New York system, has decided to close down the Department of German, pension its senior members, and dismiss the rest, GSA decided to act. Assembled in Arizona for the Guidelines meeting, President Weinberg, Vice President Gerhard Weiss (German, Minnesota), Executive Director Kleinfeld, former President Jennifer Michaels (German, Grinnell), all members of the GSA Executive Committee, took the decision to send a strong letter to the President of SUNYA. Weinberg is a graduate of SUNYA and also holds an honorary degree from the university. The

letter was composed and approved by all members of the Committee present at the meeting. GSA does not intend to try to tell universities how they are to organize their academic programs, whether there should be a Department of German, or one of German and Russian, or one of Foreign Languages, or Modern Languages. We are concerned with the STUDY of German, in whatever unit this is done.

President Weinberg's letter follows:

Dear President Hitchcock:

I am writing to you on behalf of the Executive Committee and the membership of the German Studies Association, the major organization of scholars and others in the United States, Canada, and elsewhere who are involved in the teaching and study of German history, literature, government, culture, and economy. We are astonished and alarmed by your decision to discontinue the program in German at the University at Albany. We find it difficult to comprehend how a major research and teaching institution with the prestige of your university, and with the general reputation of being the "flagship" of the system, can take such a step. Is the abolition of foreign language study the direction into which the "flagship" wishes to lead the system?

Whatever the fiscal pressures and the administrative arrangement, major foreign languages must surely be among the programs of any significant institution of higher learning. The German program at Albany has had a long and distinguished tradition. Some of its faculty have played important roles in German Studies scholarships. You have a strong overseas program in Würzburg, Germany. Your library is internationally known for its German Exile Literature Collection. Hundreds of students have been enrolled in German at Albany for years. The study of German is essential not only for those planning to become professionals in German studies but for those taking degrees in history, musicology, political science, business, art, and other disciplines. The concept that introductory courses in German might in theory be available elsewhere in the Capital District not only ignores the realities of academic scheduling but suggests that practically any other field of language can be abolished at the University at Albany for the same reason.

At a time when the economic and political life of this country is increasingly intertwined with other countries, foreign language instruction is needed more than ever before. As Europe moves toward greater cooperation and even integration, German is becoming and is likely to continue to be of growing significance because,

after a substantial interval during the postwar years, it is once again serving as a major language of communication in the non-German speaking nations of Central and Eastern Europe.

As you may know, I am myself a graduate of Albany (AB 1948; DHL h.c. 1989) and vividly recall my years at its old campus and the award of an honorary degree at its new one. I find it difficult to understand how my alma mater can move in this extraordinary direction. I recall being gratified when the Ph.D. program at Albany in History was restored; are this and other graduate programs now to be endangered because the institution is abandoning the languages necessary for those who wish to pursue them? What sort of leadership will Albany provide to the SUNY system and to the secondary schools of New York in the future?

My colleagues and I in the German Studies Association very much hope that you will reconsider your decision and that you will find ways to restore a program in German in the University at Albany.

Sincerely,
 Gerhard L. Weinberg
 President, German Studies Association
 William Rand Kenan, Jr. Professor of History

When no response to the letter was received after almost two months, Kleinfeld sent a follow-up requesting a response. As of the publication date of this Newsletter, no answer had been received from President Hitchcock.

GSA deeply regrets the end of the study of German at both SUNYA and the State University of New York College at Cortland. We believe that the interdisciplinary nature of the Association, where members of the Executive Committee include faculty from fields other than those in Departments of German, can make a stronger case on university-wide implications of such decisions, and will try to bring pressure on central administrations when possible. We recognize that the latest statistics of the MLA show a decline of 27.8% in German enrollment in higher education, alongside a 44.3% decline in Russian and a 26.7% decline in French enrollment. A strong GSA, with a growing membership, can bring national attention to such closings as occurred in Albany.

Since SUNYA is an important institution, we do not want to let the matter rest with two unanswered letters. Therefore, we are requesting input and suggestions from the membership, particularly the membership in the State of New York, who are closest to the situation and know more about the general nature of the climate. The Executive Committee will consider further action at its meeting in September.

GSA Guidelines

The GSA Guidelines Drafting Committee met in Arizona in February with partial funding support from the DAAD, partial support from the GSA, and partial support from the individual participants. We are grateful to the DAAD for its assistance, without which the meeting might not have been able to take place. Present were Patricia Herminghouse (German, Rochester), Chair, Gerhard L. Weinberg, Gerhard H. Weiss, Gerald R. Kleinfeld, Jennifer Michaels, Sara Lennox (German, Massachusetts, Amherst), Ronald Smelser (History, Utah), and Christian S e (Political Science, California State, Long Beach). The Committee reviewed the responses to the second questionnaire and the results of the special sessions on Guidelines at the Annual Conference in Chicago and Seattle, as well as the recommendations from the General Guidelines Committee members. Drawing upon all of this information, the Drafting Committee prepared a new draft of the Guidelines for Curricula in German Studies. A subcommittee of the Drafting Committee cooperated to produce a new Preamble, laying out the reasons for and the objectives of the new Guidelines. This new draft has been prepared over a period of two years. We have digested and considered the recommendations from two separate questionnaires, from special sessions on Guidelines at our Conferences in Chicago and in Seattle, and from members of the Guidelines Committee in its full meetings and from members individually, as well as from individual members and non-members representing institutions all across the continent. These have been institutions of all size, some with full programs, some with smaller ones. The Drafting Committee has sought and received input from everyone interested.

The new draft is now posted on our internet site and is also included in this *Newsletter*. If you do not have a copy of the old 1987 Guidelines, do consult the internet site, where both versions are located. You can print them out. Opportunity will be provided at the Conference for the membership to respond and react to the Draft. A session has been reserved for this purpose, and members of the Drafting Committee will talk about it and solicit further input. Those who wish to offer written suggestions should send them to our office at Arizona State University. The Drafting Committee will meet again in early 1998 in Arizona, to consider all of the

comments and recommendations received. At that time, the final product will be completed. Then, the new Guidelines will be posted on the internet for all to copy without charge, and a printed text will be published in the Spring, 1998, Newsletter of the Association. This long process shows the democratic nature of the German Studies Association, and the concern we all have to produce a set of Guidelines that are put together with maximum input. Naturally, they are a flexible product, designed for colleagues to bend, expand, and apply appropriately to the differing local conditions of each institution. We thank all of the colleagues who have responded to the questionnaires and who have expressed views and offered suggestions at the meetings.

German Studies Review

GSR has a new Book Review Editor, Judith Ricker (German) of the University of Arkansas. She has been working on the journal in this capacity for about a year, and is moving to more and more electronic communication. If you have not already sent her your e-mail address, please do so. This will aid us in reducing costs. We have several communications per review, and over 180 reviews per year. Mailing the books is also an expense. So, when we can reduce costs in this area, we try to do so. Moreover, e-mail is so much faster than snail mail that you, and we, want to see this go ahead successfully.

There was a hiatus at GSR from November for a few months, while I had a heart attack and multiple bypass surgery. I actually got back to reading manuscripts slowly within about six weeks. It took me longer to get to the office, but some things got delayed, and I want to apologize for that. If your manuscript got delayed, please accept my apologies. I was walking again by the end of December, and got back to driving before February rolled in. As you know, one is pretty isolated in Arizona without a car. Then, our printer went bankrupt, and the place was sold or merged. The print shop moved, and with it the February issue, which seemed to have been lost in some of their cartons. When they finally got around to printing it, they used the wrong cover stock and printed only part of the cover as well. We caught it when they delivered 500 copies, and they were all wrong, in time for them to stop putting the covers on the remainder. It took the better part of another week to get the new covers printed and the whole thing delivered. However, they still did not get the right cover stock. Many thanks to our secretary for everything in keeping things afloat, both while I was laid up and while the printer was dilly-dallying. Then, they forgot three hundred copies, which were left, unbound, in a back room. We had to telephone, and ask them to bind and send these. In the meantime, we found that they were unwilling to ship the right cover stock, so we are readying a move to another printer.

Everyone knows that the printing business, in which GSA really has a part, is subject to all kinds of problems. However, we will try to get back on time for the May issue. You may already notice a change in this Newsletter. No, it has not been printed by the old/merged printer.

Audiovisual Events at the Annual Conference

One of the most emotional issues about the Annual Conference can be audiovisual services. Most participants do not know how much hotels charge for a TV and VCR. Some do not even know that the price for a VCR does not include a TV. And, if you have paid for the TV and the VCR, that is not all of the charge. Most hotels charge for delivering the equipment to the meeting room, a charge known as "set-up." There is also a charge for picking it up after the session and bringing the equipment back to where it is stored. This is "take-down." Try \$75 for a TV and \$75 for a VCR and \$75 for set-up and \$75 for take-down. That is a lot of money. Or, how about a slide projector? And, you probably want a screen as well? You think set-up and take-down are per room? Not always. Sometimes, they are per piece of equipment. This could cost \$400 per session for a few pieces of equipment. Try this times 50 sessions, and you have some idea where conference fees can go. What happens if, as in Washington this year, some members propose "pre-sessions" of films? These are all useful. How do we budget for them? Well, since we cannot run films in place of films or videos, Thursday night is probably the only time. So, maybe it is a good idea. On the other hand, so much set-up and take-down for one session, whereas we could schedule all slide projectors for Friday in the same room, and set-up and take-down only once? It is a dilemma. This year, we will have two film/video pre-sessions as a trial run. Some money for it is external, contributed. However, this does still take some money from the rest of the conference. We are evaluating this and looking for member input. At the moment, we have a budget limit for audiovisual services at the Conference, to prevent sky-high explosion and a dramatic increase in dues. The Executive Committee has voted to preserve the budget limit. Members who want to use audiovisual equipment but run up against the limit are free to call the hotel and negotiate and pay their own costs, or ask the hotel if they may bring their own equipment.

GSA Elections

This issue of the *Newsletter* comes with the official ballot and the vitas of candidates for the Executive Committee. As you see, there are two candidates for each office. We are impressed how many scholarly associations have a nomination process that

offers only one candidate for each office. GSA has always offered two. Therefore, our elections are more participatory, and we urge every member to vote. Each of the candidates listed here has volunteered to serve, and the Nominating Committee feels that this is such a good list that the losers should run again. Still, the membership ought to decide. Please vote.

ACLS

GSA is the only organization in the American Council of Learned Societies with a focus on German-speaking Europe. Only one organization per region is permitted. At the Semi-Annual Meeting of the ACLS in Philadelphia, GSA representatives discussed issues on the future of the humanities and the future of the NEH with representatives of that body. We met with the new President of the NEH, John D'Arms. We also talked about the future of scholarly publishing, and the archiving of scholarly journals. Input was given on copyright protection under international law and on a variety of issues respecting protection of copyrights under the impact of the computer revolution. One of the most important features of our presence at the ACLS is the opportunity to join with other organizations that concern themselves with international affairs and with Europe and to help provide a counterweight to the extensive pressures in academe for domestic, U.S., studies and regional American studies. Often, even by networking with executive officers of these other societies, we can influence the direction of policy. The broad-based associations include the Middle East Studies Association, the Latin American Studies, the American Association for the Advancement of Slavic Studies, and organizations on Baltic Studies and Asian Studies. The larger, disciplinary organizations, include the MLA, the APSA, and the AHA.

Sustaining Members (1997)

The GSA is pleased to announce that our new program of enrolling "Sustaining Members" is a success. Sustaining members contribute over and above their dues to the support of the Association. Such contributions are also tax deductible. We would like to welcome more sustaining members, and invite everyone who can to support GSA. We will try to continue printing their names.

Tamara Berger-Proessdorf
 Bruce B. Campbell
 Jürgen Förster
 Jens Hacker

Dieter Haenicke
Richard M. Hunt
Konrad Jarausch
Larry E. Jones
Klemens von Klemperer
Eric D. Kohler
John A. McCarthy
Jennifer E. Michaels
Henry H. H. Remak
Guenther Roth
James Sperling
Stephan Wallace
Gerhard L. Weinberg
Gerhard H. Weiss

SECTION II

OTHER CONFERENCES AND SYMPOSIA

Call for Papers and Panels

George Washington: Life, Times, and Legacy

The award-winning Louisiana State University in Shreveport Deep South Conference Series will host its fourth multidisciplinary and international conference, George Washington: Life, Times, and Legacy, September 17-19, 1998. The three-day conference will be held on the LSU in Shreveport campus.

Proposals for papers and panels, as well as other program offerings, on all aspects and approaches to America's founding experiment in self-government as related to the life, era, and legacy of George Washington are encouraged by the Conference Selection Committee.

Some Possible Topics

Washington's Leadership, Washington's Personality, Washington and America's Identity, Washington's Foreign Policy, Washington and Art/Culture/Humanities, Washington and the Supreme Court, Washington's Domestic Policies, Washington's Legacy at the Intersection of the 3rd Century and Millennium, Washington's Legend and Legacy, Washington's Cabinet, Washington and Congress, George and Martha, Washington and the Presidency, Washington and the South, Washington's Relationships, Washington's Impact on Other, Washington and the West. Other topics are invited.

Application Procedure

Brief proposals of 10-15 lines accompanied by a 5-10 line biographical sketch written in the third person and submitted on the same sheet of letterhead stationery (preferred) are solicited. Multiple proposals from the same individual are permitted as the topic is often a key consideration in selection. The proposal deadline is September 15, 1997, with early submission encouraged, Selections are made on a "rolling basis." Selected papers to be considered for a published volume.

For information, contact William D. Pederson, Department of History and Social Sciences, LSU in Shreveport, One University Place, 148 Bronson Hall, Shreveport, LA 71115-2301. Fax: 318-797-5358.

Call for Papers and Panels

**America at the Third Century and Millennium: Where we have been,
where are we going, and what does it mean?**

The concurrence of the dawn of the third millennium with America's third century forms the back drop against which the paradoxes of America's promise and prospect will be juxtaposed during an international and interdisciplinary conference hosted by the award-winning Louisiana State University in Shreveport Deep South Conference Series. The conference is scheduled for October 18-21, 2000, on the campus of LSU in Shreveport. The selection committee invites submission of proposals for papers and panels. In keeping with the broad scope of the conference, all relevant topics and approaches will be considered.

Possible Topics

America's Identity, The American Dream, The Self-Made Person, The U.S. Constitution, Human Rights and Responsibilities, Ideology and Beyond, Political Leadership, Heroes and Heroines, Public Policy, Foreign Policy, Health, Ethics, The State of History, The State of Politics, The State of Philosophy, The State of Religion, The State of Science, The State of Education, The State of Business/Economics, The State of Art, Humanities, Technology and Culture, Urban Life, etc.

Selected papers to be published in a volume. Brief proposals of no more than 20 lines accompanied by a 5-10 line biographical sketch written in the third person and submitted on the same sheet of letterhead stationery (preferred) are solicited. Multiple submissions are strongly encouraged. Selection made on a "rolling basis".

For information, contact William D. Pederson, Department of History and Social Sciences, LSU in Shreveport, One University Place, 148 Bronson Hall, Shreveport, LA 71115-2301. Fax 318-797-5395.

**Twenty-Third New Hampshire Symposium
World Fellowship Center
Conway, New Hampshire
June 20-27, 1997**

Beyond the East? Heading West? East German Perspectives and Prospects in the United Germany

SECTION III

PROFESSIONAL NEWS AND EVENTS

Fulbright Scholar Awards for U.S. Faculty and Professionals: 1998-99 Competition

The competition for 1998-99 awards opens March 1, 1997. Opportunities for lecturing or advanced research in over 135 countries are available to college and university faculty and professionals outside academe. Awards range from two months to a full academic year, and many assignments are flexible to the needs of the grantee.

Virtually all disciplines participate: openings exist in almost every area of the arts and humanities, social sciences, natural and applied sciences, and professional fields such as business, journalism, and law.

The basic eligibility requirements for a Fulbright senior scholar award are U.S. citizenship and the Ph.D. or comparable professional qualification (for certain fields such as the fine arts or TESOL, the terminal degree in the field may be sufficient). For lecturing awards, university or college teaching experience is expected. Foreign language skills are needed for some countries, but most lecturing assignments are in English.

Applications are encouraged from professionals outside academe, as well as from faculty at all types of institutions. Every academic rank—from instructor to professor emeritus—is represented. Academic administrators regularly receive Fulbrights, as do independent scholars, artists, and professionals from the private and public sectors.

The deadline for lecturing or research grants for 1998-99 is **AUGUST 1, 1997**. Other deadlines are in place for special programs: distinguished Fulbright chairs in Western Europe and Canada (May 1) and Fulbright seminars for international education and academic administrators (November 1).

Funding for the Fulbright Program is provided by the United States Information Agency, on behalf of the U.S. government, and by cooperating governments and host institutions abroad.

For further information and application materials, contact the USIA Fulbright Senior Scholar Program, Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5M, Washington, DC 20008-3009. Telephone: 202-686-7877. Web Page (on-line materials): <http://www.cies.org> E-mail: cies1@ciesnet.cies.org (requests for mailing of application materials only).

Announcement of Memberships in the School of Historical Studies
of the 1998-99 academic year
Institute for Advanced Study, Princeton, New Jersey

The Institute for Advanced Study was founded in 1930 as a community of scholars in which intellectual inquiry can be carried out in the most favorable circumstances. It provides Members and Visitors with libraries, offices, seminar and lecture rooms. Subsidized restaurant and housing facilities and some secretarial and word-processing services.

The School of Historical Studies is concerned principally with the history of western and near eastern civilization, with particular emphasis upon Greek and Roman civilization, the history of Europe, Islamic culture, the history of art and the history of modern international relations. Qualified candidates of any nationality specializing in these fields are invited to apply for memberships. Apart from residence in Princeton during term time, the only obligation of visiting Members is to pursue their own research. If they wish, however, Members may participate in seminary and meetings both within the Institute and at nearby universities, and there are ample opportunities for contacts with other scholars.

Approximately forty visiting Members are appointed each year. The Ph.D. (or Equivalent) and substantial publications are required of all candidates at the time of application. Member awards are funded by the Institute for Advanced Study or by other sources.

Application may be made for one or two terms (September to December, January to April). Further information and application materials may be obtained from the Administrative Officer, School of Historical Studies, Institute for Advanced Study, Princeton, New Jersey 08540 (e-mail: mzelazny@ias.edu). Completed application must be returned to the Administrative Officer by 15 November 1997.

Other Opportunities

Mellon Fellowships for Assistant Professors are also offered each year to two qualified Assistant Professors. These full year memberships are designed specifically

for assistant professors at universities and colleges in the United States and Canada to support promising young scholars who have embarked on professional careers. Applicants must have served at least two, and not more than four years as assistant professors in institutions of higher learning in North America, and must have approval to return to their institution following the period of membership. Stipends will match the combined salary and benefits at the Member's home institution, and all the privileges of membership at the Institute for Advanced Study will apply. Qualified applicants should contact the Administrative Officer at the address above for the appropriate application form and further details.

Woodrow Wilson Center Announces Fellows for 1997-98

The Woodrow Wilson International Center for Scholars has announced the appointment of 34 Fellows for the academic year 1997-98. Chosen from 604 applicants from 75 countries, these Fellows represent a variety of disciplines, professions, nationalities, and viewpoints.

Created by the Congress of the United States in 1968 as the nation's official memorial to its twenty-eighth President, the Center seeks to commemorate both the scholarly depth and the public concerns of Woodrow Wilson through the generation of scholarship at the most advanced level. Complementing its residential fellowship program, the Center also conducts conferences on a broad range of topics and disseminates the results of scholars' research to a wider audience through the Wilson Center Press, *The Wilson Quarterly*, and *Dialogue*. The Center's agenda for research and discussion is substantially informed by the insights and concerns of its Fellows.

The Center accepts applications from candidates from a wide variety of backgrounds including government, the corporate world, and the professions, as well as academe. The application deadline for this year's competition is October 1, 1997. Further information and application materials are available from the Fellowships Office (202/357-2841).

10th Symposium of the International Brecht Society

Brecht 100 - 2000

Culture and Politics in these Times, University of California, San Diego

May 28-31, 1998

On the occasion of Brecht's 100th birthday the International Brecht Society invites scholars, artists, and theater practitioners to consider Brecht's relevance for our

thinking about the intersections of culture and politics at the threshold of a new millenium. The organizing committee—consisting of Siegfried Mews (University of North Carolina, Chapel Hill), John Rouse (University of California, San Diego), Marc Silberman (University of Wisconsin, Madison), and Florian Vassen (Universität Hannover)—solicits papers and panels in the following areas:

- 1) The theoretical writings
- 2) Theater works and the work of the theater
- 3) The post-colonial space
- 4) Brecht in the Americas

Abstracts in English or German of 250-300 words for presentations of 20-25 minutes length should be sent by September 26, 1997 to: Marc Silberman, Department of German, 818 Van Hise Hall, University of Wisconsin, Madison WI 53706-1557 Fax: 608-262-7947, email: marcs@macc.wisc.edu

For more information, see <http://polyglot.lss.wisc.edu/german/brecht>

In conjunction with the 10th IBS Symposium, the Department of Theatre at the University of California (San Diego) is organizing a theater festival with professional, student, and guest productions. Details about the festival as well as other activities associated with the Symposium will be posted on the IBS's Internet Website (<http://polyglot.lss.wisc.edu/german/brecht>). The conference site is located on the University on campus in the northern suburb of San Diego called La Jolla, overlooking the Pacific Ocean. Specially-priced accommodations near the campus will be available for conference participants. The IBS is seeking outside funding to help defray the conference costs, but at this time there is no guarantee of any support forthcoming for individual participants. Therefore, participants are encouraged to seek funding from their own institutions or other sources.

Information on conference registration, accommodations, and purchasing tickets to the theater festival will be mailed in the Fall to all who submit proposals. Others interested in receiving this information should send name and address (and email address, if possible) to: John Rouse, Department of Theater-0344, University of California, San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0334 Fax: 6199534-1080, email: jrouse@ucsd.edu

The International Brecht Society is a non-profit, educational association incorporated under the laws of the State of Maryland, USA.

1997-1998 Émigré Memorial German Internships Announced; Next Competition September 1997-January 1998 for 198-99 Appointments

With the support of the German Federal Parliament (Bundestag), five German State legislatures (Landtage), and the German Academic Exchange Service (DAAD), eleven students planning careers related to German affairs have been appointed for 1 1/2 to 3 month periods of intensive work study stays in these bodies at varying periods between June 1997 and March 1998. Most are advanced undergraduates or graduate students, all are offered stipends, and all must be highly fluent in German, along with other qualifications.

Application information for 1998/99 internships (with competition between Sept. 1997 and mid-January 1998) available in early September 1997 from: EMGIP, P.O. Box 345, Durham, NH 03824

The Émigré Memorial German Internships commemorate the many refugees from Europe who fled the dictatorships of the interwar period.

SECTION IV

COMPUTERS - BYTES, BITS, AND SOFTWARE

New Printers

Epson has leapt ahead of Hewlett Packard with the new Stylus 600. This printer, which retails at \$299, provides an ink-jet resolution of 1440X720 in color or black with special, expensive coated paper. On ordinary paper, it will produce 720X720 in color or black. This is better than the parallel model of HP, which will only do 600X600 in black, and 600X360 in color. These numbers are dots per square inch, abbreviated generally as dpi. The more dots, the higher the resolution and the clearer and sharper the image. Sometimes, the placement of the dots can give some printers with fewer of them a better resolution than some with more. However, 1440 is much more than the 600 of the HP. The HP is actually a bit more expensive. In addition the Stylus 600 will work with either PC or Mac. The only HP that will work with both is only available at \$449. Frankly, I like the paper handling of the HP better, because their ink jets all use front load and output, whereas the Epsoms use top load and front output. This means that Epsoms need more space. On the other hand, the Epson comes with a 2 year warranty, and the HP with only 1 year. Generally, these leapfrog situations hold for about eight or nine months before the competition swiftly catches up. So, HP may catch up. But, Epson seems determined. The company also offers a new Stylus 800, which has the same print characteristics of the 600, but is capable of networking, ethernet and slightly faster output. The 600 will do 4ppm in color, and the 800 will do 8ppm. The HP is stuck at 4ppm. The comparable Canon, alas, does a spectacular 1.5ppm, and you can go out and get a Big Mac before it is finished with a page. On the other hand, if you want a different kind of quality, take a look at the Alps printer. This uses a different kind of ink technology. It really looks wonderful, but costs more than HP or Epson. On the famous other other hand, I cannot object to the 1440 output of the Epson on special coated paper. That, as they say, is really something.

Hardware Prices

You probably have wondered why the cost of computers has not dropped when the cost of the components has been falling constantly. Don't wonder any more. Software is becoming more and more complex, and programs are becoming larger

and larger. This requires more and more from the hardware, more memory, more different components. Thus, the components add up and add up, and prices do not drop.

Fatware

I'll bet you have more free software on that new computer than you can use, and you do not even know how to remove it from the hard disk, because most of its segments are spread over so many different directories that you can't find them. This is called fatware. It fills up your entire new, large sized hard disk. You do not want it, but are having a hard time removing it. Have fun with the latest marketing technique.

Monitors

The prices of monitors has been dropping. If you are interested in picking up a new, larger monitor, this is probably not a bad time. Color verification is a matter of personal preference, but I still prefer the NEC Multisync XV17, a 17 inch monitor, to much of what is out there. It has good sharpness, and bright color. Prices have dropped about \$200 since it was first introduced.

Okidata Okipage 4w

Want a desktop laser printer for only \$299? This is slow, but offers 600dpi for a really good price, and it only weighs eight pounds. It has rich blacks and does graphs and charts well. Its big negative is that it is slow, at only 4 pages per minute (ppm). You can also pick up a rebuilt HP 5 for about \$359, or a new one for \$399. This is an even smaller laser printer, and offers really good quality.

Norton Utilities 2.0 for Windows 95

This is a kind of crash guard and general all-around utility program for saving problems that occur on your hard disk, and helps restore your hard disk.

Netscape Navigator 3.01 Gold

If you are reading to download a web browser, this is a really good one. If you have an earlier version, downloading the upgrade is a piece of cake. This is especially good news for novices who have never downloaded anything, and do not know how to do it. N3 is really easy to use. It is pretty much intuitive.

How to get it? Using your current browser, locate the Netscape web site. To download from an earlier version, just click on the Netscape info icon, and it will tell you how to do it. Follow the instructions, and expand the file after you sign off. The instructions are really easy. However, your modem will probably take about 20 - 30 minutes to download the whole thing. You do nothing while it happens. Just drink a cup of coffee or read an article or some book reviews in *GSR*. There is a different version for Macs and PCs, but both are easy to use.

Don't forget to use **bookmarks** on Netscape. When you have found the web site that you want to use often, like the GSA web site, and you see the GSA web site on your screen, then just pull down the menu item that is called "**Bookmark,**" and click on "add bookmark." Then, it will automatically remember the GSA website address. When you want to sign on to us again, just pull down the bookmark and select the GSA home page. Presto.

The End of Compuserve

Is this the end of Compuserve? By the time you read this, Compuserve may already have been sold to America On Line. AOL needs more modems and more connection equipment, and Compuserve has been losing money. The two are really incompatible in the kind of services that they offer, and Compuserve subscribers are angry that they might lose the sophisticated service that they have been getting so far, or even experience AOL's notorious busy signals when one tries to sign on. I resigned from AOL last year when I faced two solid months of busy signals. They promised me two months of refunds, but only delivered one month. Most of the time on AOL, one is waiting to download the perennial changes in graphic displays, and browsing through lots of advertisements trying to get to something one wants. The one advantage I found at AOL was that they did have fast modems - if, that is, you ever got on line.

U.S. Department of State on line

The Department of State Foreign Affairs Network (DOSFAN) provides a one-stop world wide web site for foreign policy and some other information at:

<http://www.state.gov/>

You can also subscribe to certain lists by simply specifying. You send "SUBSCRIBE LISTNAME YOURNAME" by e-mail to:

LISTSERV@LISTSERV.UIC.EDU/

Replace yourname with your name. Replace listserv with a list from the following:

DOSBRIEF	State Department press briefings
DOSBACK	background notes
DOSSEC	speeches/testimonies of the Secretary of State
DOSDISP	State Department's Dispatch magazine

You can also get some of this information without subscribing. For example, you can get press briefings at:

<http://www.state.gov/www/briefings/>

Background notes are at:

http://www.state.gov/www/background_notes/

Alternatively, you can go through the home page.

Reformatting your Manuscript

Let us say that you have finished writing a manuscript, and you have used italics or whatever for some items, and now you learn that the publisher to whom you are submitting it does not want italics, but underline instead. Or, you have used indentations, and the publisher does not want them. There are some global ways of going about this. If you are in Word 6.0, you can highlight some text that you want to reformat. If you want to reformat an entire paragraph, you can highlight it. Make your formatting changes, but leave the text highlighted. Then, double-click the *Format Painter* button on the main toolbar. You need to double-click, not single-click. If you do the latter, you can only make one change. Next, scroll through your document, and anywhere you find text that needs to be changed, just click and drag the mouse over the text. Voila! You do the same with Word Perfect, using *Quick Format* and either selecting *characters* or *headings*.

RESERVATION REQUEST, HYATT REGENCY, BETHESDA

Type of Room	No. of Rooms	Convention Rates
Single (1 person)	_____	\$94.00
Double (2 people)	_____	\$94.00
Triple (3 people)	_____	\$119.00
Quad (4 people)	_____	\$144.00

The above rates are subject to applicable state and local taxes.

Gold Passport number if applicable: _____

In making your reservation we require either: **A)** A major credit card number, expiration date and signature or **B)** An enclosed check or money order covering your first night's stay. No cash please.

Date of Arrival _____

Time of Arrival _____

Date of Departure _____

Check-in Time: 3 p.m. Check-out Time: 12 noon

Name _____

Institution _____

Address _____

Telephone No. _____

Sharing Room with _____

Special requests: _____

Reservation requested after 10 Sept. 1997 or after the room block has been filled are subject to availability and may not be available at the convention rate.

___ Guaranteed by one of the following:

___ American Express ___ Carte Blanche ___ VISA ___ MasterCard

___ Diner's Club ___ Discover

Card # _____

Expiration Date _____

I authorize the Hyatt Regency to charge my account for one night's deposit and all applicable taxes.

Signature: _____

___ Check or money order enclosed. Amount: \$ _____

**GERMAN STUDIES ASSOCIATION
REGISTRATION FORM**

Name _____

Institution (for badge) _____

Address _____

***Please make checks payable to German Studies Association an mail to:**

**German Studies Association
Arizona State University
Box 873204
Tempe, AZ 85287-3204**

Please indicate number of persons participating: _____

Registration fee for members as of July 1, 1997 \$45 _____
(\$50 after September 10, 1997)

Registration fee for non-members as of July 1, 1997 \$60 _____

Registration fee for students with valid ID card \$20 _____

Registration fee for spouses not in the profession \$25 _____

Luncheon on Friday \$22 x _____ persons = _____

Banquet on Friday \$28 x _____ persons = _____

Luncheon on Saturday \$22 x _____ persons = _____

TOTAL: _____

***Non-residents of North America can pay with US dollar traveller's checks. Change will be provided at registration desk. No Eurocheques will be accepted.**

A Few Tips for Windows95

First, you should move your most-used programs out of the Programs menu and not the Start menu. Also, you might think of using Shortcuts to access some programs. This means that you do not even have to go to Start.

By the way, have you found an attractive picture that you want to use as wallpaper? Convert it to a .bmp file and save it in c:\windows. Then click the desktop, select *Properties*, click the *Background* tab, and make your selection.

SECTION V

Guidelines

These are the draft revised Guidelines. Members are asked to read them and mail any comments or suggestions to the GSA Main Office, which will forward them to the Committee. In addition, there will be a session for discussion of the draft at the 1997 Annual Conference in Washington, D.C.

Guidelines for Curricular Organization
at North American Educational Institutions
developed by the

GERMAN STUDIES ASSOCIATION
1997

The German Studies Association is a national and international association in all fields of German Studies. Its interest spans the period from early times to the present and includes German and German culture in all countries of the world. A multidisciplinary and interdisciplinary organization, the Association welcomes as members individuals whose interests involve specific or broad aspects of history, literature, politics and government, and other fields relating to the cultures of the German-speaking peoples.

GERMAN STUDIES PROGRAMS

This document has been produced by the German Studies Association in response to expressed needs of the profession. It is intended to

- * raise awareness about the value of German Studies programs in schools, colleges, and universities;
- * suggest curricular guidelines and voluntary standards for institutions which offer or are planning to offer interdisciplinary German Studies programs;

- * reinforce cross-disciplinary initiatives in higher education by encouraging programs to maximize use of faculty resources and facilitate cooperation in a challenging academic environment;
- * demonstrate ways in which faculty can re-develop their teaching, re-focus their research and find ways of integrating both;
- * foster new models of disciplinary and interdisciplinary studies that encourage students to pursue in-depth knowledge while assisting them to acquire a useful repertoire of skills in several related fields and to develop maximum flexibility for their future careers;
- * relate curricula to the global environment and the changing world of international relations, contributing to the creation of an educated workforce with improved job opportunities and a heightened awareness of the impact of foreign developments upon domestic concerns;
- * assist in the preparation of future teachers who will be called upon to meet the changing needs of their society;
- * challenge the profession to ensure its future place in educational institutions at all levels;
- * furnish a format that the profession may use as a vehicle for further discussion.

While the *Guidelines* are targeted specifically to the field of German Studies, it is hoped that the above goals will spark interest and initiatives among teachers and faculty in other, cognate fields, who should find it easy to modify the models offered here for their own situations. The Association is also aware that some differences prevail among various kinds of institutions as well as between education in the United States and in Canada. It is our hope that these *Guidelines* can be adapted with minor modifications to different institutional circumstances.

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- I. INTRODUCTION
- II. DEFINITION

- III. EDUCATIONAL GOALS
- IV. ADMINISTRATIVE ARRANGEMENTS
- V. UNDERGRADUATE EDUCATION
- VI. GRADUATE EDUCATION
- VII. GERMAN STUDIES IN THE SCHOOLS
- VIII. FOREIGN EDUCATION AND EXCHANGE
- IX. RESEARCH

I. INTRODUCTION

Germany's history in modern times is kaleidoscopic and problematic. As one type of political and social system has followed swiftly upon another, scholars of Germany have been forced to confront issues of continuity, discontinuity, and legitimacy. Periods of great cultural creativity have given way to times of barbarism so that Germany has periodically both aroused the envy of the world for her achievements and brought down its wrath for her reprehensible conduct.

Occupying the very center of Europe, German-speaking peoples have long played a crucial role in European and world affairs. Their influence also derives from their presence in the many parts of the world to which German-speaking peoples have migrated, not the least to the shores of North America. The cultural ties of North Americans to German-speaking Europe span several centuries and are as varied as the musical themes heard in symphony halls, the literature and philosophy that helped to shape our lives, the architecture of our communities and the inflections of our language. Germans have also contributed significantly to our scientific and technical achievements. Many place names in our country from Bismarck to New Braunfels attest to the presence of German immigrants in the settlement of this vast continent.

This interrelatedness continues today. The Federal Republic of Germany is a leading trading partner and ally of the United States in the Atlantic community as well as a linchpin in the European Community. Austria and Switzerland, with their

unique perspectives as small, dynamic and vital countries, contribute substantially to European prosperity and to central European cultural diversity. They have both provided their share of immigrants to our shores as well.

On the eve of the next century and millennium, we recognize that the German-speaking countries also confront many of the same problems as we do in a rapidly changing global society, including the globalization of trade, finance and manufacturing, an aging population, job retention and creation, preservation of the social safety net, and the disintegration of the family, to name only a few. These universal problems can only be addressed through international collaboration and suggest strongly the need for appropriate programs in our universities and colleges at a time when there is a paucity of interculturally trained individuals capable of functioning successfully in the new global environment of competitive business and politics. Such people are also vital to carrying on the intellectual traditions that have mutually enriched both North America and the German-speaking countries. German Studies, then, where interdisciplinary cooperation has brought together scholars of language, literature, culture, society, history, politics, economics and other fields, offers an important context in which to develop young people to be at home in the cosmopolitan context of the American-European world.

Although English is widely used in international communications, intercultural competence and proficiency in foreign languages are essential for deeper mutual understanding and for the development of lasting relationships, both personal and professional. German, the third most widely taught language in the world, is of particular significance in the emerging European constellation of power because it is the only language bridging Eastern and Western Europe. For this reason, these *Guidelines* specify the development of language skills appropriate to German Studies programs at every level.

The approach to the study of German history, society, and culture termed German Studies has two somewhat different origins. On the one hand, the term designates inter- or multidisciplinary scholarship on Germany undertaken from the integrative perspective of a range of disciplines. Scholars and teachers engaged in this variety of German Studies have sought to broaden the knowledge about Germany provided by their own field by drawing upon scholarly methods and conclusions that derive from other fields. Since 1976 the German Studies Association has provided a forum for scholars engaged in such projects.

On the other hand, since the mid-seventies the term German Studies has also been used to describe a paradigm shift within the field of German language and literature. Motivated in part by changes in U. S. colleges and universities (especially the decline in German language enrollments), in part by methodological innovations in other literature departments, German Studies represented a shift away from the philological focus of German Germanistik to a broader concentration on culture studies, often with the help of methods derived from Anglo-American literary studies (cultural studies, new historicism, film studies, feminism, ethnic and minority studies, gay and lesbian studies, queer theory, postcolonial theory). Originating as an oppositional movement led by younger Germanists attempting to challenge the approach of older colleagues trained in traditional methods, by the late nineties German Studies had achieved widespread acceptance in the field, and many departments of German literature had changed their name and their curriculum to German Studies.

These *Guidelines* argue for a meeting of the two varieties of German Studies. Without making presumptions about the specific method appropriate to German Studies, the *Guidelines* are premised upon the assumption that German Studies is fundamentally an interdisciplinary approach and that scholarship undertaken from a German Studies perspective optimally employs the tools of more than one discipline. German Studies colleagues from fields other than culture studies can learn from an examination of the perspectives that inform the exciting new work in this area, while scholars in culture studies will augment the breadth and rigor of their investigations as they learn to employ the tools and approaches of other fields. These *Guidelines* thus encourage German Studies scholars to pursue further training in disciplines outside of those in which they were originally trained, to pursue other possibilities for inter- and multidisciplinary scholarship and teaching, to seek administrative arrangements that facilitate such work, and to train their students in interdisciplinary methods.

The German Studies Association recognizes that the type of German Studies program feasible at different institutions depends on local resources, the institution's academic requirements, established departmental or disciplinary boundaries, and funding. For the viability of a program, however, the size of the institution and its resources are not as important as the commitment of its faculty and administration to German Studies, the institution's ability to foster cooperation among departments, and the willingness of its faculty to gain additional expertise, develop new courses, new interdisciplinary teaching materials and methodologies, and encourage study, work-study or internship experiences in German-speaking countries.

The German Studies Association realizes that there are differences between the various kinds of institutions in the United States as well as between the education systems in the United States and Canada. The Association has, therefore, tried to make these *Guidelines* as flexible as possible so that they can be adapted with only minor modifications to a variety of institutional circumstances.

These *Guidelines* are intended to assist in the development of German Studies, to raise awareness about the value of such programs in schools, colleges and universities, and to provide arguments for persuading administrators of the importance of such programs. They suggest curricular guidelines and voluntary standards for institutions which offer or are planning to offer interdisciplinary German Studies programs. They seek to foster high academic standards, strong language preparation, and an appropriate balance of interdisciplinary and disciplinary courses in German Studies programs.

II. DEFINITION

German Studies is the interdisciplinary study of the culture, economics, politics, and history of the German speaking peoples in international and multi-cultural contexts. For this reason, the attainment of proficiency in the German language is an integral part of German Studies at all levels.

Because German Studies is interdisciplinary, work in the field involves the interaction of differing methodologies. Like other fields of investigation which are served by more than one academic approach (e.g. health or foreign affairs), many topics in German Studies lend themselves to, indeed demand, an approach from the perspective of diverse disciplines: the study of German identity, the Holocaust, urban culture, gender roles are example of problems that call for grounding in the contributions of more than one discipline. The need for joint discourses can be met most readily in those cases where scholars of different disciplines already employ similar methods or are sincerely committed to learning the methodologies and understanding the standards of scholarship in cognate disciplines.

III. EDUCATIONAL GOALS

By developing student-centered programs in German Studies, academic institutions will:

- A. make a significant contribution to liberal education and intercultural competence;
- B. prepare students for professions and careers in both English- and German-speaking settings;
- C. prepare future teachers to meet the changing needs of their societies and meet information and communication needs of both the private and the public sector;
- D. enrich participating disciplines by fostering German Studies methodologies and epistemological dialog on matters related to various aspects of the German tradition;
- E. foster interdisciplinary research and education.

IV. ADMINISTRATIVE ARRANGEMENTS

In allocating resources, educational institutions are encouraged to support interdisciplinary initiatives by developing innovative systems that consider educational principles as well as department-based accounting practices in crediting programs for enrollments in interdisciplinary programs.

To foster a curriculum that has a genuinely interdisciplinary orientation, one of the following administrative arrangements is suggested:

- A. A separate German Studies program administered by an interdisciplinary committee.
- B. A German Studies program administered by a department. The establishment of a German Studies committee consisting of faculty members from cooperating departments is essential.
- C. A German Studies component/option within another interdisciplinary program administered by a program committee. This program committee should include German Studies representatives from cooperating departments.

V. UNDERGRADUATE EDUCATION

The type of German Studies program feasible at a specific institution depends primarily on local resources, the institution's academic requirements, established departmental or disciplinary boundaries, and funding. For the viability of a program, however, the size of the institution and its resources are not as important as the commitment of its faculty and administration to German Studies, its ability to foster cooperation among departments, the willingness of its faculty to gain additional expertise and develop new courses, new interdisciplinary teaching materials and methodologies, and its resourcefulness in attracting visiting faculty and establishing study or exchange programs in German-speaking countries. A solid German Studies program sets high academic standards, provides a high level of language preparation, and establishes a balance of academic courses with an interdisciplinary component.

A. German Studies Components in Introductory Courses

1. Introductory language courses should contain German Studies components that integrate information about private and public life, including cultural behavior patterns, environment, history and traditions, political systems, literature and the arts, U.S. relations with German-speaking countries and German-speaking immigrants from these countries.
2. In addition to being abreast of current affairs, college language teachers, including teaching assistants, should be familiar with the history of the German-speaking countries in their European context.
3. Students should be informed about and encouraged to use up-to-date sources of information about German-speaking countries (e.g. information from local and national newspapers and magazines, lectures, and film and TV presentations, bibliographical and library assignments, and electronic media).
4. German Studies courses should be included among those that satisfy general education, core, or distribution requirements. Where appropriate, a German Studies component should be included in general education courses on broader topics.

B. German Studies Within Other Programs

1. German Studies components included within other degree programs (e.g. West European/European Studies, International Relations/Studies, International Business/Economics, Gender Studies, and Film Studies) should have the following minimal academic requirements:
 - a. Completion of at least four semesters of college-level German or equivalent high school work or an equivalent level of proficiency.
 - b. German Studies units in all program core courses dealing with Europe;
 - c. Additional German Studies courses in program-related departments.
2. Academic study or a work-study/internship experience in a German-speaking country should be strongly encouraged.

D. German Studies Minor or Certificate

1. German Studies minor or certificate recognizing completion of a specified program in combination with a major in a traditional discipline (e.g. German, History, Political Science) should have the following minimal academic requirements:
 - a. Completion of at least three years of college-level German or an equivalent level of proficiency.
 - b. A core course or courses on nineteenth and twentieth-century German and/or European history.
 - c. Additional German Studies courses selected from related fields.
 - d. An integrative element, such as a senior paper or project, an independent study course, or a senior seminar.
3. Academic study or work-study/internship experience in a German-speaking country is highly recommended.

E. German Studies Major

1. The German Studies major should have the following minimal academic requirements:

- a. Completion of four years of college-level German or an equivalent level of language proficiency.
 - b. A core course or courses on nineteenth and twentieth-century German and/or European history.
 - c. Additional German Studies courses selected from related fields.
 - d. One or more integrative elements, such as a comprehensive examination, a senior project, an independent study course, or a senior German Studies seminar in which students are required to write a long cross- or interdisciplinary paper or thesis. The paper should demonstrate command of the critical discourses of more than one field and the ability to use the resources and reference materials in these fields.
3. A semester or more of study/work-study/internship experience in a German speaking country is highly recommended.

F. Other Options

- 1. Language-across-the-curriculum programs, offering students in courses outside the German department the option of doing part of their work in the original language, enrich the experience of participating students and foster working relations between the departments involved.
- 2. Team teaching can bring German Studies elements into other courses and programs.

VI. GRADUATE EDUCATION

The development of graduate programs in German Studies encourages research efforts of a broader focus than traditional disciplinary fields. Such programs foster cooperation of scholars in interdisciplinary research projects as well as research by individual scholars in related disciplines.

A. General Considerations

1. Graduate work in German Studies may offer preparation for a variety of careers, including research and teaching, public affairs, international commerce, and international relations.
2. Graduate students in German Studies will ordinarily enroll in courses that are both discipline-based and interdisciplinary. Such interdisciplinary courses may be team-taught or offered by a single faculty member with expertise in several fields .
3. While at present a graduate student in German Studies will typically receive a degree in a traditional discipline, this student's training differs from that of others in that discipline by the breadth of preparatory course work that is undertaken and the subject matter, conceptualization, and methodology of the research project.
4. Development of graduate programs in German Studies should be guided by a realistic appraisal of available institutional resources and market demand.
5. Graduate students may find it desirable to combine an M.A. degree in German Studies with a Ph.D. in a traditional disciplinary field, or a disciplinary M.A. with a Ph.D. in German Studies.
6. Graduate students can also receive valuable German Studies training in special summer seminars and other short-term courses that may be offered on an American campus or in a German-speaking country.
7. All programs should require German-language competence commensurate with their aims and materials. For certain groups, such as historians and political scientists, this will include advanced reading skills in subject-matter areas and oral skills needed in courses or discussions in German. Prospective teachers of German have to reach near-native levels of oral proficiency.

B. M.A. Programs in German Studies

An M.A. in German Studies may be pursued under the auspices of a traditional department or formally constituted as an interdisciplinary degree.

1. Regardless of which of these two paths is chosen, the program should include faculty and courses from several departments and a standing graduate German Studies committee.
2. An individual student's course of study should be designed in consultation with an interdisciplinary committee.
3. The student's program should be integrated through seminars, independent study courses, and/or through a thesis.
4. Students need to demonstrate that they are familiar with the tools for research and teaching in German Studies, including bibliography and methods of the related disciplines.
5. The experience of living in a German-speaking country before completion of the M.A is highly desirable.

C. Doctoral programs in German Studies

A Ph.D. in German Studies may be pursued under the auspices of a traditional department or formally constituted as an interdisciplinary degree.

1. Regardless of which of these two paths is chosen, the program should include faculty and courses from several departments and a standing graduate German Studies committee.
2. An individual student's course of study should be designed in consultation with an Interdisciplinary committee.
3. The student's program should be integrated through seminars, independent study courses, and/or through a thesis.
4. Doctoral programs in German Studies or those with a German Studies component should provide students with professional preparation for a variety of careers with an international orientation as well as for the teaching of German Studies at the college level.

5. The dissertation should reflect an interdisciplinary German Studies approach and be supervised by faculty from a range of relevant disciplines. It will demonstrate the candidate's thorough understanding of the tools for research and teaching in German Studies, including bibliography and methods of the related disciplines.
6. Before German Studies has been established as a strong interdisciplinary field at other levels of instruction, the introduction of doctoral programs with German Studies as their main focus is not recommended.

D. German Studies as a Ph.D. Minor

Graduate institutions may wish to encourage doctoral candidates in a traditional discipline to develop a second field in German Studies with work that could lead to a certificate, to a German Studies minor or, if neither is available, a minor in a related discipline.

E. Graduate Studies in Other Programs

There is a place for a German Studies component in the graduate programs of professional schools, such as those in business, law, and music. This component could include intensive language courses, interdisciplinary summer seminars, special courses during the regular term, workshops, or internships.

VII. GERMAN STUDIES IN THE SCHOOLS

Although the primary responsibility of the elementary and secondary school German teacher is language instruction, language teaching goes hand in hand with the introduction of the student to the area in which German is spoken. German Studies, therefore, plays a very important role in the language curriculum. Increasingly, the stability of German programs in the schools depends on the ability of the teacher to reach out to students and colleagues outside the language classroom.

In the language class, students become aware of the cultural environment in which the language functions. This is an important learning process which helps students overcome ethnocentric perspectives and leads them to respect cultural diversity. It also teaches students to view their own culture critically in its relationship to others.

Many teachers of German may have received their undergraduate training before German Studies was established as a field or at institutions where German Studies programs have not been offered. Professional organizations, such as the GSA, can help teachers to remain abreast of new developments in the field. Universities and colleges are especially encouraged to make contacts and share resources with teachers in their area, to inform them about German Studies events, and to consider holding weekend workshops and longer seminars, in German and in English, to update teachers about developments and resources (traditional media as well as newer electronic technologies) in the field. In developing programs at the MA level, universities are urged to pay attention to the needs of teachers regarding both appropriate German Studies contents and current approaches and teaching methodologies for the secondary level. Universities and colleges need to work together with teachers to achieve the most thoughtful articulation of high school and undergraduate programs, particularly in the development of placement tests that reflect the widespread use of the proficiency approach at the high school level. Professional organizations should design programs for teachers at appropriate levels and promote the articulation of school and college instructions.

The significance of German Studies extends beyond its role in teaching language. In many schools, the German teacher is often the only resource person on German-speaking countries. Since a substantial number of students may not go on to college, or if they do, may not continue to study German, these teachers may be the only access such students have to information about Germany. Their ability to provide their students with up-to-date information about the German-speaking area affects their future functioning as citizens in the world community.

A. German Studies on the elementary and secondary levels should be closely integrated with the language learning process. German teachers should be able to present their students with an accurate introduction to contemporary affairs and the history of the German-speaking countries. The classroom should reflect the culture of the target area in an up-to-date and realistic fashion. The approach should be comparative, moving from the familiar home environment to the environment of the target culture.

B. As far as possible, students and teachers should establish contacts with peer groups abroad, taking advantage of opportunities offered by newer technologies and electronic media as well as more personal avenues of exchange such as study visits and civic or school partnership programs.

C. German teachers should work with colleagues in social studies and the arts to plan joint activities and to develop cooperative teaching units on topics such as World War II and the Holocaust, immigrant studies, drama, popular culture, economics, geography and the environment. In support of such undertakings, materials that do not require students to know German need to be made available to teachers.

D. German teachers need to be familiar with the wide range of German Studies resources available in print and electronically. Professional organizations, universities and colleges should take on the responsibility of providing instruction and frequently updating information about such resources.

E. The success of German programs in the schools depends on adequate provisions for professional development of teachers.

1. Above, all, the German teacher must be highly competent in the German language and in the methodologies of second-language teaching.
2. Because the German teacher also has the main responsibility for German Studies instruction, and may be the only person in the school or community with expertise in the area, the teacher must be appropriately prepared, including training in the methodology of second culture education and in German Studies.
3. The German teacher should have had extended residence in a German-speaking country and be familiar with current events. Where possible, opportunities for regular visits to the German-speaking countries should be provided.
4. To remain in touch with the language and current events, the teacher should participate in in-service training on German Studies subjects, make use of summer seminars and workshops abroad, or take related courses at local colleges or universities.
5. The teacher should be familiar with the use of newer technologies and electronic media in the classroom for gathering current information and conducting exchange with students and teachers in German-speaking countries as well as with colleagues and students in the US.

6. Teachers using German Studies materials should be encouraged to establish permanent networks that allow them to share their successes in instituting German Studies, the strategies they have used, and the materials they have prepared. Professional organizations should aid in facilitating such communication and showcase successful German Studies programs at the high school level at conferences and in their publications. Professional organizations are also encouraged to assist trainers with successful programs in sharing their experiences with other schools and teachers at earlier stages of German Studies planning.

VIII. FOREIGN EDUCATION AND EXCHANGE

Educational experience in German-speaking countries and contacts with people from those countries are important for all students, teachers, and scholars in German Studies. The development of language skills, knowledge of the culture of the German-speaking countries and the advancement of research are all important reasons to encourage participation in extended stays and programs of study abroad. In an era of scarce resources, however, this is often easier said than done. The following suggestions are thus offered together with encouragement to individuals, departments, and colleges and universities to unfold imaginative grass-roots initiatives that will enable them to realize the potential of international contacts. Additional opportunities for funding such programs can and should be pursued at foundations, granting agencies and appropriate public and private organizations.

A. At the high-school level, both teachers and students will benefit from a range of opportunities for peer contacts, ranging from traditional pen pals and the newer electronic communication media to exchange and partnership programs, both on an individual and an institutional basis.

B. Undergraduate needs are best served by a flexible continuum of opportunities for participation in study abroad programs in German-speaking countries. These range from short, focused summer or intersession programs that emphasize acquisition of language skills or study of one particular aspect of German history or culture to semester- and year-long study, work-study, or internship opportunities offered by the home institution or through affiliation with an appropriate consortium.

C. Opportunities for graduate study and research in German-speaking countries much be available on a regular basis to enable students to polish their language skills and to make use of research materials that are available only abroad.

D. Faculty exchanges can both enrich German Studies offerings as well as enhance individual faculty development without entailing substantial additional cost.

E. The presence of students and faculty from German-speaking countries on North American campuses can enrich schools, colleges, and communities. Programs supporting their visits need to be strengthened.

IX. RESEARCH

Research in German Studies can involve either a collaboration of scholars from different fields examining a topic with methods of their own field or an individual scholar employing the methods of several fields in research on a topic. Faculty and students alike should be encouraged to explore inter- and multidisciplinary approaches in analyzing texts, data, and other raw materials of research.

Faculty undertaking German Studies research should recognize that they will need to address themes, approaches, and methodologies that differ from those they have acquired in their own graduate training and, where possible, take advantage of the opportunities offered by summer seminars and institutes to broaden their own interdisciplinary understandings.

BACKGROUND OF GERMAN STUDIES GUIDELINES

The first attempts to define the parameters of German Studies were made in the early 1980s by working groups of the Germanics journal, *Monatshefte*. The first such group met in New York University's Deutsches Haus December 27, 1981 to deal with "German Studies as Graduate Studies." Two days later, a *Monatshefte* sponsored panel at the MLA Convention addressed the same topic. Selected papers presented at these meetings were published in *Monatshefte* 74.3 (1982) with a call for "a better sense of definition and direction" in German Studies.

It was not until 1985, however, when a generous grant from the Ständiger Ausschuß Deutsch als Fremdsprache (StADaF) made possible the organization of a task force to draft a set of guidelines. The task force met prior to the 1985 conference of the German Studies Association in Arlington, Virginia. It used as a basis for its deliberations a set of resolutions, called "Taos Theses," drafted in the previous summer by several of the members during a German Studies conference commemorating the tenth anniversary of the Deutsche Sommerschule von New Mexiko. The result of the Arlington meeting and subsequent editorial work were the so-called "Washington Working Papers," German Studies Association *Newsletter* and sent to all identified German Studies Programs and interested colleagues for their critiques and suggestions. The final guidelines were worked out by the task force preceding the 1986 conference of the GSA in Albuquerque, New Mexico, again with financial support from StADaF. The 1987 document produced by the German Studies Association set out to raise awareness about the value of German Studies programs in schools, colleges, and universities, as well as to suggest curricular guidelines for institutions that were planning to offer interdisciplinary programs.

By 1994, the Executive Committee of the GSA recognized that the enormous changes that had taken place in Europe since 1989 and the on-going growth and development in the field of German Studies itself mandated a revision of the original *Guidelines*. The new Task Force that was appointed to guide the process consisted of German Studies scholars from a wide variety of disciplines and institutional types. The process of developing new Guidelines began with a membership forum at the 1995 GSA Annual meeting, where members were invited to speak out about their concerns regarding the state of the field. Subsequently, the Guidelines Advisory Committee convened at that same meeting to define the sort of information that would be needed before actual work on the new Guidelines could be undertaken. Input was sought from the membership with an open forum at the 1995 meeting and series of questionnaires. Special sessions at 1996 Annual Meeting were devoted to some of the areas which were identified as central issues the committee would have to confront: the institutional context, understandings of interdisciplinarity, the place of the German language in German Studies, and practical applications of interdisciplinarity in the classroom. The large interdisciplinary advisory committee also met again at the 1996 meeting to hear reports of its various subgroups on aspects of the Guidelines which needed particular attention. Working meetings of the smaller committee responsible for drafting the new *Guidelines* were held at GSA headquarters at Arizona State University with generous funding from the German Academic Exchange Service (DAAD).

The GSA gratefully acknowledges the help of the following persons in the preparation of these Guidelines. Persons whose names are asterisked were also members of the Task Force for the 1987 guidelines:

Members of the *Guidelines* Committee

Patricia A. Herminhouse, Chair	University of Rochester
Gerald R. Kleinfeld*	Arizona State University
Sara J. Lennox	Univ. of Massachusetts, Amherst
Ronald Smelser	University of Utah
Christian Soe	California State Univ., Long Beach
Jennifer Michaels, <i>ex officio</i>	Grinnell College
Gerhard L. Weinberg, <i>ex officio</i>	Univ. of North Carolina, Chapel Hill

Members of the Advisory Committee

Ann Taylor Allen	University of Louisville
Roger Chickering	Georgetown University
Scott Denham	Davidson College
Marion Deshmukh	George Mason University
Sander L. Gilman	University of Chicago
Konrad Jarausch*	Univ. of North Carolina, Chapel Hill
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Valters Nollendorfs*	University of Wisconsin
Pamela Potter	University of Illinois
Diethelm Prowe	Carleton College
James Retallack	University of Toronto
Dan Rogers	University of South Alabama
Helga A. Welsh	Wake Forest University
Helene Zimmer-Loew	American Association of Teachers of German

SECTION VI

German Studies Association Election

Nominations for the GSA Executive Committee

History

Celia Applegate

Education: Ph.D., Stanford University

Teaching Experience: Smith College, 1987-88; University of Rochester, 1988-present, Assoc. Prof..

Fellowships, Honors, Offices: NEH, University Teachers Fellowship; Stanford Humanities Center, Marta Sutton Weeks Fellow; Charlotte Newcombe Fellowship; Fulbright-Hays Fellowship; SSRC Fellowship; Edward Peck Curtis Undergraduate Teaching Award; Board of Editors, *Central European History*.

Publications: *A Nation of Provincials: The German Idea of Heimat* (1990); 7 articles and book chapters.

GSA: Program Committee, 1995 (19th C. history and literature); 4 GSA presentations and misc. service as commentator and chair; 1 article in *GSR*.

Jürgen Förster

Education: Ph.D., University of Cologne

Teaching Experience: Lecturer at Freiburg University; Visiting Professor at Arizona State University, Ohio State University, and The Hebrew University of Jerusalem. Currently Senior Research Fellow at the Militärgeschichtliches Forschungsamt, Potsdam.

Honors, Fellowships, Offices: Lady Davis Fellowship; DFG.

Publications: *Stalingrad. Risse im Bündnis 1942/43*; co-author, *Der Angriff auf die Sowjetunion*; editor, *Stalingrad. Ereignis, Wirkung, Symbol*; numerous articles and book chapters on twentieth-century German military history and the Wehrmacht's participation in the Holocaust.

GSA: GSA member since 1982; seven GSA presentations; moderator; 1 article, book reviews, in *GSR*.

Germanistik

Barbara Becker-Cantarino

Education: Ph.D., University of North Carolina.

Teaching Experience: Indiana University; University of Texas at Austin; Ohio State University, 1985 – present, Research Professor; Visiting Prof., FU Berlin; Visiting Prof., University of Maryland.

Honors, Fellowships, Offices: Forschungspreis, A.-v.-Humboldt Stiftung, 1990; Distinguished Scholar Award, Ohio State U., 1991; Guggenheim Fellowship, 1985; Fellowships from NEH, Fulbright, DAAD, HAB Wolfenbüttel. Past President / Vice-President, South Central Society for Eighteenth-Century Studies, and of the Society for German Renaissance and Baroque Literature. MLA: Exec. Committee, Division of 18th and Early 19th-Century Literature; PMLA Editorial Board 1985-87; Committee on the Status of Women, 1997-99. Vorsitzende, Komitee des Arbeitskreises für Int. Barockforschung, HAB Wolfenbüttel, 1994.

Publications: *Daniel Heinsius* (1978); *Die Frau von der Reformation zur Romantik* (ed.) (1980); *Der lange Weg zur Mündigkeit: Frau und Literatur in Deutschland* (ed.) (1987); *The Enlightenment and Its Legacy* (co-ed.) (1991); *Frauenfreundschaft - Männerfreundschaft* (co-ed.) (1992); *Berlin in Focus* (ed.) (1996); *Anna Louisa Karsch. Gedichte* (text ed., 3 vols.) (1996). 65 articles/ chapters, numerous book reviews.

GSA: 5 GSA presentations, 3 commentaries; Program Committee, 1994; 1 review in *GSR*.

Jeffrey Peck

Education: Ph.D. University of California, Berkeley.

Teaching Experience: Center for German and European Studies and the German Department, Georgetown University, Professor; previously taught at the University of Washington, FU Berlin, Humboldt University Berlin.

Honors, Fellowships, Office: AICGS/GHI Senior Postdoctoral Fellow in Post-war German History, 1996-97; grants from DAAD, Fulbright, IREX, ACLS; AATG Executive Council, 1991-94; Editorial Board, *The German Quarterly*, 1994 – present; Editorial Board, *Transculture*, 1994 – present.

Publications: *Sojourners. The Return of German Jews and the Question of Identity* (co-author, 1995); *Culture/Contexture. Explorations in Anthropology and Literary Studies* (co-ed., 1996); *Hermes Disguised. Literary Hermeneutics and the Interpretation of Literature* (1983). 25 articles, 10 book reviews, on German national identities (East and West), minority identities (Jewish, Turkish), racism and anti-Semitism in Germany, the Holocaust, cultural studies, American-Jewish-German relations.

GSA Service: Program Committee, 1993 (20th C. literature), incl. organization of four special interdisciplinary sessions; participation in 8 GSA meetings since 1988; one article in *GSR*.

