Dear Colleagues,

This past year was especially eventful department-wise. Anke Biendarra was awarded tenure—well-deserved—and her book, Germans Going Global: Contemporary Literature and Cultural Globalization, is now available from DeGruyter. Both Glenn Levine and David Pan were promoted to full professor for meritorious scholarship, service and teaching. We congratulate all three once again and look forward to a productive future, as we treat them with even more deference than was previously the case.

Even more eventful was the German Department’s joining together with UCI’s French and Italian Department as well as the program in European Studies and the Russian program to form the Department of European Languages and Studies or ELS. The German Graduate Program remains as it was, a highly decorated and successful German Ph.D. program with a stellar placement record, but now with much stronger connections to the field of European Studies. We will continue to welcome students who seek a small program with strong interdisciplinary foci and a tradition of Critical Theory, literary study, and training in applied linguistics. We will also continue to hold the annual MLA cash bar, the best party in Boston this January.

Our graduate program is still in the process of joining forces with UC Riverside and possibly UC San Diego to form a tri-campus Ph.D. program, in order to make available the faculty resources of all three campuses. Bureaucracy moves slowly but we have begun to collaborate in significant ways ahead of the bureaucratic process. This is a further enhancement of our program and it will expand our range of expertise and our graduate offerings. John Kim and Sabine Doering, both of whom got tenure at UCR this past year, are both vitally involved in our new program. (cont.)
On March 1-2, 2013, the Department will hold its first joint conference at UCI. “Visions of Europe” will bring together European Studies faculty from the Department and the School of Social Sciences, as well as several guest speakers to explore the following:

Europe takes many shapes in the modern imaginary, which have depended upon the ways in which those inside and outside of Europe have represented it in images of both cultural unity and division. The dominance of the Catholic Church in the Middle Ages, the Reformation’s competing conceptions of religious and political identity, the Enlightenment’s universalist aspirations, the experience of colonialism, the 19th and 20th century nationalist movements, and the post-1945 goal of a more unified Europe provide many examples of competing theological, cultural, and political visions that set the parameters for historical development in Europe. The goal of this conference is to explore the representational visions that have influenced the ways in which Europe has developed and continues to evolve as a unique political and cultural space within a wider world. This conference will attempt to envision Europe--both today and in the past--through the eyes of its citizens, neighbors, and colonial subjects.

We hope that any friends of the Department who are in the area will come to UCI for the presentations. This is a small, get-to-know-each-other conference and it will be followed by a larger conference in 2014.

I wish all of you a very successful Fall term and look forward to seeing you at the MLA Cash Bar!

Gail Hart
Chair

UC-IRVINE
EUROPEAN LANGUAGES & STUDIES
CASH BAR

Location: 2013 MLA Convention
Time: 7:00 to 8:15 p.m.

SATURDAY JANUARY 05, 2013

Hynes Convention Center
900 Boylston Street
Room 304
Host: Professor Gail Hart
Fall 2012 ELS Open House
Anke Biendarra was promoted to Associate Professor in July 2012. Instead of going on a well-earned extended vacation, she decided to assume the role of the so-called “quarterback” at the Deutsche Sommerschule am Pazifik in Portland. This involved teaching two very intensive courses and living in an exclusively German “parallel world” for five weeks. It was much fun, but not quite as relaxing as a trip to the Caribbean…!

In other news, Anke’s monograph Germans Going Global: Contemporary Literature and Cultural Globalization was published in October 2012 by DeGruyter, in the series “Interdisciplinary German Cultural Studies.” Anke is now working on a number of articles relating to her new book project, which deals with transnational language writers and their configurations of European cultural identity and citizenship. She will present preliminary research findings at the GSA and PAMLA conferences, and will give two invited lectures at the University of Oregon in November. Anke has also been asked by Canadian colleagues to participate in an international research group on the topic of “Transnational Memory and European Identity.” She is looking forward to the first conference at Memorial University in spring 2013 and hopes to be able to follow Annie Proulx’s literary clues in exploring Newfoundland. Apart from her research activities, Anke has been developing a number of new courses for both German and European Studies and has assumed the role of Undergraduate Director for German.

Kai Evers After receiving tenure last year, Kai Evers has taken on two positions in the newly constituted department of European Languages and Literatures. In addition to becoming the Director of the German Graduate Program, he has also become the Director of the European Studies Program. His research has turned to a second book project: a new genealogy of risk society. He is preparing a genealogy of risk society that reaches deeper into the past than current theories propose and hopes to identify central models of a literature of risk in German literature that envisions the destructive potentials of successful modernization amidst the apparent normalcy of daily life. A first outline of this work was presented at last year’s GSA meeting in Louisville and more will be presented at this year’s MLA conference in Boston. Another of his current research interest deals with excursions into Robert Walser’s strange, intriguing, and distractive Bleistiftgebiete. Rebecca Schuman, one of his former graduate students, who is currently at Ohio State University, together with Samuel Frederick (Pennsylvania State University), is preparing a conference on Walser that promises to move this Swiss author even closer to the center of our understanding of 20th century modernist writings. This offers a convenient transition to the fact that three of his graduate students are on this year’s job market: Erin Kelly, Simona Moti, and Rebecca Schuman. Each one of them deserves a close look from any hiring committee.
Gail Hart  This has been a strenuous year—they seem to get strenuouser and strenuouser: intensive work with colleagues Carrie Noland (French) and Ulrike Strasser (History) finally culminated in the founding of the Department of European Languages and Studies, which houses our French, German, Italian, Russian and European Studies programs; getting my bearings as Chair of ELS; lots of meetings on introducing Urban Studies to our Campuswide Honors Program; bought a house and moved in; gave papers in Buffalo, Seattle, Long Beach, Switzerland, but missed the Milwaukee GSA just like last year—because American Airlines delayed my flight again! Sorry I missed you all again and thanks to Glenn Levine for reading my paper there. On the recreational side, I spent 8 days with my 4 sisters in Berlin this past summer and then went hiking in the Swiss alps. Looking forward to my sabbatical in winter and to hosting the BEST PARTY AT THE MLA, the UC Irvine German Cash Bar, this January in Boston. Don’t miss it.

Glenn Levine  In 2012 Glenn Levine taught graduate courses on ecological approaches to second-language learning and teaching, as well as German teaching methods, and on second-language reading and literacy. In addition, at the undergraduate level, he offered a course on European culinary history, and an introduction to Germanic linguistics, and on German-Jewish history and culture. In addition, he taught the latter topic as an EAP 50th anniversary faculty-led course. Professor Levine continued his co-editorship of the journal *Die Unterrichtspraxis/Teaching German*, together with Carlee Arnett of UC Davis. In research he continued his work on the roles and functions of the first language in second-language learning with two articles published this year, one in *Language Teaching* and one in *L2 Journal*.

Herbert Lehnert wrote a Review Essay on the books by Todd Kontje on Thomas Mann. It deals with the question whether post-colonial theory is applicable to Thomas Mann’s literary work. The article will be published in the 2013 *Thomas Mann Jahrbuch*. He is continuing work on his book with the working-title “*Thomas Manns Eintritt in die Literatur des Modernismus: Eine Biographie seiner Bildung*.”

Ruth Klüger published a little book with the Austrian publisher Picus, entitled *Freuds Oedipus im androgynen Rosenkavalier*. She wrote her monthly column, ”*Was Frauen schreiben,*” for the German newspaper *Literarische Welt*. She was awarded the Austrian ”*Bundesverdienstkreuz*” (Medal of Honor) by the Austrian Parliament. She delivered the opening address to the ”*Deutsche Literaturtage*” in Klagenfurt and participated in a couple of symposia.

and the Humanities," presented at the German Studies Association meeting in October; "The Role of Second Language Acquisition in a Humanities Education," presented at the University of California Language Consortium conference in April; and "Symbolic Codes and the Problem of Meaning," presented at the Modern Language Association convention in January. In addition, he presented current work on Carl Schmitt at Telos conferences in January and September. He has continued to work in the past year as Director of the Humanities Core Course as well as the book review editor at Telos. He is also the current chair of the MLA divisional executive committee on 19th and early 20th century German literature and in this role will be presenting a series of panels on Bildung at the MLA Convention in January 2013. Additional projects include the organization of the next Telos conference in New York on February 16-17, 2013, as well as the “Visions of Europe” conference at UC Irvine on March 1-2, 2013.

John Smith has been teaching at the University of Waterloo, Ontario, as the Rt. Hon. John G. Diefenbaker Memorial Chair in German Literary Studies. He held the keynote address of the meeting of the Canadian Association of University Teachers of German in May. He has published an essay in the German issue of MLN (“The Infinitesimal as Theological Principle: Representing the Paradoxes of God and Nothing in Cohen, Rosenzweig, Scholem, and Barth”). His essay, “On the Novelle and/as Ereignis,” will appear in the November issue of Seminar. He again spent time this summer in Berlin doing research thanks to a grant from the Canadian Social Sciences and Humanities Research Council; he completed a book chapter exploring Leibniz reception around 1800 and the affects of monadic vitalism and pre-established harmony in Schlegel’s Lucinde and Schleiermacher’s Reden über die Religion, which will be forthcoming in the volume Religion, Reason, and Culture in the Age of Goethe, edited by Patricia Anne Simpson and Elisabeth Krimmer (Camden House). He presented on Bildung and religion at the GSA. At the MLA, he will be chairing a session he organized on “Mathematics in the Goethezeit” as part of his ongoing project exploring calculus in German thought. His German Quarterly essay, “Religion as Vanishing Mediator: Schleiermacher, Early Romanticism, and Idealism,” was awarded the prize for best essay of 2011 by the Goethe Society of North America (for which he is very grateful).
We are continuing the practice, started last year, of including a faculty essay in each edition of the German Newsletter. These essays will generally be pieces on topics of public interest or more broadly based scholarship and they will be shorter pieces that one usually finds in scholarly journals. The faculty essay section this year features Glenn Levine’s essay.

**Kaffee, Kuchen, Sushi, and Why it Matters**

*Glenn Levine*

At the broad dining table of author and digital media critic Thomas Feibel, my students got the first real *Kaffee und Kuchen* afternoon of their lives. The visit with the Familie Feibel turned out to be the high point of a month-long study-abroad course on the history and culture of German-speaking Jews. Of our many excursions, which included numerous Jewish museums, synagogues, and cemeteries, the students buzzed about this one for the remaining few days of the program. What had been scheduled for an hour or two felt cut short after three, so to spend some more time together Thomas and his daughter suggested a delightful sushi place nearby, where the conversation continued. But it wasn’t all Kaffee, Kuchen and sushi: the students engaged the author in an extended conversation about what it was like for him to grow up Jewish in post-War Berlin; they listened well and posed follow-up questions that drew impressively from the knowledge about Judaism and German-Jewish history and culture they had developed in the preceding three weeks.

Far from the campus and the classroom, this was one of those moments when you know why you wanted to teach in the university in the first place. The excitement of helping students access new cultural and linguistic worlds is why all of it matters. To be sure, during this month there were many such intercultural moments, both scholarly and mundane: like in the Altona Jewish cemetery when the students were able to appreciate the historical irony of the graves of 18th century Rabbis Emden and Eybeschütz, intense rivals in life and buried just feet from each other in that beautiful cemetery; or when the students expressed genuine confusion and even exasperation over why many Germans use such small bath towels; a teachable moment about common German sensibilities about waste and excess.

Spending a month traveling, learning, talking, and of course sharing meals with students led me to rethink some aspects of my conventional classroom teaching, to consider ways of creating affordances for student-guided learning that nonetheless let students take advantage of the professor’s expertise and experience, for moving beyond merely ‘providing’ instruction to students. This is an apt and pervasive metaphor in our educational system; many consider our job to be one of ‘providing’ instruction the way a hotel provides services; for example, administrators often discuss distance education in terms of ‘online delivery’ of
courses. Yet my summer course was not merely the provision of new knowledge. Nor was it purely ‘experiential learning’ in that I did develop a rather extensive programmatic scaffold for the students. I designed the lectures and lessons, planned the excursions, and guided the students myself on our sojourn through seven European cities. But as Jean Lave and Etienne Wenger point out in their 1991 book, *Situated Learning*, teaching does not cause learning, rather learning is a response to teaching. This important distinction is not always so evident in conventional classroom settings, but during a study-abroad sojourn, particularly when one spends significant time with the students, many of the complex and subjective dimensions of learning and teaching come into sharp relief.

Learning happened during our Kaffee und Kuchen and sushi afternoon, but I did not cause it; their engagement with and informed curiosity about Thomas’s life and his views on Germans and Jews was their response to the previous weeks of teaching, excursions, solemn examinations of dozens of *Stolpersteine* throughout Germany, conversations about course topics that made their way into evening meals.

*Intercultural communication: There’s an app for that*

Next year I likely will again offer a version of this course at UCI, a conventional undergraduate lecture/seminar with up to 100 students. I am already grappling with how the multifaceted sorts of learning and teaching that flowed from that movable summer course could be manifested in the lecture hall, without the benefit of *being there* in the places the history happened; images on a screen could never match the experience of standing on a creaky wooden platform over the pit of a late Roman/early medieval archaeological excavation. But perhaps they need not try to compete. The study-abroad experience will always be singularly distinct from the at-home classroom setting, and it should be that way. What sort of approach or principles, then, could create rich affordances for learning, ones that move beyond the professor ‘providing’ instruction? The technical dimension is fairly straightforward, though it’s not easy to implement: opportunities for intercultural communication on course topics through digital media, opportunities for the students to make their learning ‘real,’ part of each person’s subjective experience, beyond book learning, by connecting directly with others, preferably abroad, in my case in German-speaking Europe. This might be ‘guest speaker’ visits via digital media, or individual or group projects linking my students to students or others abroad who are interested in our topics. Differences in cultural frames of reference may (and probably would) come to the fore; I would have no direct control over many of these aspects of the course, but my role as guide to aspects of German culture would be crucial. For my part, I would need to keep in mind what made the visit with Thomas Feibel and his family the high point of a packed schedule of excursions, namely access to the personal, the subjective, the idiosyncratic, informed and enriched by substantive, critical learning. And the means to this, removed from the unmediated cultural and temporal contexts in the four walls of the UCI classroom, is in the students’ hands, and pockets.
Graduate Student Announcements

Patrick Carlson begins his second year in UCI’s German PhD program. In April, he participated in the Cornell University Department of German graduate student conference, “Jetzt: Contemporary & Historical Figurations of the Present,” where he presented a paper on W.G. Sebald and Hans-Georg Gadamer. In September, Patrick presented a paper on themes of abandonment in Franz Kafka’s Das Urteil at the California State University-Long Beach conference, “100 Years of Death and Judgment.”

Jonathan Fine recently returned from a year spent in Berlin on a DAAD research grant. While in Berlin, he conducted archival research for his dissertation on the culture of debate in the German Enlightenment. In November 2011, he was invited to deliver a lecture on the American system of doctoral education at the Internationale DAAD Akademie's seminar, "Promovendenbetreuung im internationalen Vergleich." In March 2012, he presented a paper on the role played by charisma in the spread of critical theory in the United States at the conference "The Power of Charisma," hosted by the Humboldt Universität zu Berlin. In April 2012, he gave a talk on Goethe's reaction to imitations of his novella Die Leiden des jungen Werthers at the Association for German Studies in Great Britain and Ireland's annual conference, hosted by the University of Edinburgh. In August 2012, he presented a paper on the early German Romantics’ aestheticized notion of Catholicism at the North American Society for the Study of Romanticism's conference in Neuchâtel, Switzerland. At this year's German Studies Association conference in Milwaukee, Wisconsin, he presented a paper on Lessing's understanding of intellectual debate.

Mo Rafi After receiving a B.A in Political Science and an M.A in German Studies both from the University of California, Los Angeles, Mo came to UC Irvine in 2010 to pursue a Ph.D. in the German department. His research focuses mainly on the relationship between Germany and Iran, specifically two strands of connections that he aims to isolate. The first one is the influence of German (anti) modernist Philosophy (i.e. Martin Heidegger) on seminal intellectuals of the Iranian Revolution of 1979. Secondly, he looks at Nazi propaganda that was disseminated in Iran, and its long lasting cultural implications. Furthermore, he is also affiliated with the Samuel Jordan Center for Persian Studies here at UCI and the Critical Theory Institute. In his leisure time, he enjoys physical activities in order to ensure a durable existence.

continued next page
Henrik Sponsel presented a paper at the 6th UC Language Consortium Conference in San Diego on second language reading and the “digital native generation.” In June, he passed his qualifying exams. He spent the summer in Germany and is now working on his dissertation prospectus as well as teaching a section in UCI’s Humanities Core Course.

Jaime Roots Over the past year Jaime took and passed her master's exam. Her thesis, entitled "By Word of Mouth: Fidelity and Orality in the Grimms’ Folktales," delved into the authenticity of labeling the Grimms' tales "oral tales." In early October, she attended the 36th Annual GSA Conference. She presented a paper entitled, "The Emergence of Gender: Translating Goethe's Wilhelm Meister."

Christine Thrasher graduated in June 2012 with a double major in German Studies and Global Cultures, a minor in Civic & Community Engagement, and a certificate in Middle East Studies. After graduation, she interned with PBS SoCaL in Corporate & Foundation Relations and accepted a job with them starting in September. She feels fortunate to be able to work for the primary PBS station in Southern California, putting her research and writing skills to good use as a grant writer. She is currently applying for a Fulbright English Teaching Assistantship to Germany. If she secures the award, she will work as an English teaching assistant in a German classroom from September 2013 to June 2014. Feel free to contact her at cthrashe@uci.edu if you have any questions or would just like to say hello.
German Program Supporters

Once again, we salute UCI alumna Kendra Leindecker Mirasol (BA, German 1988 and MBA, University of Chicago, 1993) who supported another travel award—the 2012-13 Leindecker Travel Award to Germany—with her generous gift. (See below for information on the current recipients.) With Kendra’s support, thirty-two students have traveled to Germany to enrich their education since the inception of her award in 2001-02.

The faculty selected three undergraduate student recipients for the 2012-13 Leindecker Travel Award to Germany

• Isabel Gutierrez
  She is a Junior majoring in English. She is attending the UC-EAP program at Humboldt, Technical Universities in the 2012-2013 school year.

• Antonio Esparza
  He is a sophomore majoring in Political Science and Psychology. He is attending the UC-EAP program at The Free University in Berlin in the Spring of the 2012-2013 school year.

• Amanda Martin
  She is a Junior majoring in Comparative Literature and German Studies. She is attending the UC-EAP program at The Free University in Berlin in the Fall of the 2012-2013 school year.

We kindly ask that you, too, consider a charitable gift to UCI German, which would be particularly meaningful due to all the cutbacks education is absorbing during these turbulent economic times.

Please contact the department at (949) 824-6406 or via e-mail (german@uci.edu) to find out what you can do to make a difference.

Celebrating National German Week

October 1 – 6, 2012
Charles Hammond has written two articles which have been accepted for publication. One is entitled "A Soldier and His Suitcase: Karl Rossmann's Arrival in and Deliverance from Kafka's Amerika," and will appear in the next issue of Pacific Coast Philology. The other, "Hugo von Hofmannsthal's Märchen der 672. Nacht and the Trials of Oscar Wilde," will be published in Orbis Litterarum. He also continues to take ever larger groups of his students to Germany, where they stay with host families. Following the trip, many of these students elect to enroll in a 6-week intensive German course offered by their official partner institution, the Technische Universität Braunschweig, during the following summer. This cycle of enthusiastic students returning to Tennessee from Germany every summer has really enhanced the visibility of and interest in German on campus! He’s on sabbatical this fall and working on several articles relating to Kafka's Das Urteil. To that end, he is conducting research at Deutsches Literaturarchiv in Marbach am Neckar this fall.

Rebecca Schuman continues at The Ohio State University in her second year in the prestigious ACLS New Faculty Fellows Program, after an eventful first year in Columbus where she taught intermediate and advanced German literature and culture, as well as several courses in Ohio State’s diverse General Education curriculum. A case of pneumonia and a severe eye injury impeded neither her teaching zeal nor her research progress: her monograph, Kafka and Wittgenstein: The Case for an Analytic Modernism, is nearing completion and under Advance Contract with Northwestern University Press, and A Companion to Robert Walser, which she co-edits with Samuel Frederick of The Pennsylvania State University, is currently in progress, with a contributors’ symposium planned in 2013-2014. She has also been asked to contribute to a new volume on Wittgenstein and literary modernism, as well as to the Routledge Encyclopedia of Modernism. Her article “Unerschütterlich: Kafka’s Proceß, Wittgenstein’s Tractatus and the Law of Logic,” appeared in the May 2012 issue of the German Quarterly, and she had the tremendous honor of giving an invited presentation on interdisciplinarity in German Studies before the 2012 Annual Meeting of the American Council of Learned Societies, where she was the lone representative of the New Faculty Fellows Program. She also organized panels and presented at both the 2011 and 2012 meetings of the GSA, and is currently beginning research for her second book project on Otto Weininger and the early twentieth century foundations of contemporary gender theory.

Arthur Turfa (MA 1976) Blythewood High School recently hosted 13 students and two teachers from the Märkisches Gymnasium Iserlohn (Nordrhein-Westfalen) for almost two weeks. Students spend time at BHS and also toured Charleston, the BMW plant in the Upstate, Wofford College and the College of Charleston. There was also time to spend with their host families and new friends as they discovered the Midlands region. A group of BHS will make a return visit in April 2013.
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