
German Studies Association

Newsletter

**Volume XXXVI
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Letter from the President

Lobbying for German Studies and the Humanities

I spent March 6–8 in Washington, DC, as part of the annual meeting and Humanities Advocacy Day organized by the National Humanities Alliance. The National Humanities Alliance is an organization whose primary purpose is to advocate for federal support for the humanities. The German Studies Association became a member of the National Humanities Alliance three years ago. This year I was the GSA's representative on Capitol Hill in support of Humanities Advocacy Day. It was the first time I've lobbied for anything among legislators since I was a high school student in New Jersey in the 1970s and the state assembly threatened to cut funding for school summer programs. Back then I was an enthusiastic participant in my school's summer drama program, and I went down to Trenton with a number of other budding thespians in 1975 to lobby the legislators on the floor of the assembly. It was, I remember, an energizing experience, although I do not remember the actual vote that the state assembly took. That same year I also went down to Washington, DC with a group of fellow students who were interested in the federal government and the constitution, and I remember that we were able to meet and talk with both of our New Jersey senators. We did not have any particular issue we were pushing in DC; we were just kids interested in the functioning of democratic government. Back then there was no security on Capitol Hill whatsoever, and I remember one particularly brash student actually sitting in the desk chair of one of the New Jersey senators—for which, I remember, he did not get rebuked. Everyone was pretty nice to us.

Thirty-six years later, in the spring of 2011, things have definitely changed, but I'm happy to report that people are still pretty nice. There's a good deal of security on Capitol Hill, and not a single member of our seven-member Pennsylvania delegation tried to sit in the desk chair of any of our legislators. Nor were we able to meet with any of our legislators personally, the way some ninth-graders from New Jersey had many decades earlier. But we did manage to meet with staff for five legislators, including our two Pennsylvania senators, Robert Casey (D) and the newly elected Pat Toomey (R). On the House side of Capitol Hill we met with assistants for Representatives Jim Gerlach (R), Chaka Fatah (D), and Robert Brady (D). Unfortunately we were unable, as a group, to meet with my own representative, Mike Doyle, but I did pop into Mr. Doyle's office on my own, gave an assistant my card, and encouraged Mr. Doyle to continue his support for federal funding for the humanities. We had a good group of advocates for Pennsylvania working on Capitol Hill, mostly from Philadelphia and Pittsburgh. Most of the advocates represented either a professional organization (such as Adam Blistein, Executive Director of the American Philological Association, or Joseph Kelly, Executive Director of the Pennsylvania Humanities Council), but several of our advocates represented universities (such as Eugenia Stoner, the University of Pittsburgh's Assistant Vice Chancellor for Federal Government Relations, or Elizabeth Whitney Morton, the University of Pennsylvania's Associate Director of Federal Affairs).

I was the only Pennsylvania advocate who was both an active professor (teaching two classes in the current semester) and also representing a professional organization (the GSA).

What I learned on Capitol Hill and at the National Humanities Alliance's annual conference was, surprisingly, quite pleasant—far more positive than I had feared: that there is a good deal more support for the humanities than one might think in these days of economic gloom and doom. All of the legislative aides with whom we met were extremely pleasant and forthcoming, and they listened attentively to what we had to say. Republican Representative Jim Gerlach is a member of the House Humanities Caucus and has been extremely supportive of the humanities in the past; and I learned, to my pleasure, that he and Democratic Representative Tim Holden are working together to create a House German-American Caucus that will be distinguished by having, of course, an Oktoberfest but also by sponsoring events intended to foster German-American cooperation and educate members to the political, economic, and historical significance of Germany. I of course offered the German Studies Association's congratulations and help in this regard. Needless to say, learning all of this had the effect of getting my meeting with Representative Gerlach's legislative counsel Brenden Chainey off to a wonderful start. But it was not just Mr. Gerlach's aide who was interested in what we had to say about the value of the humanities; everyone else we met on Capitol Hill was receptive and polite. In spite of the difficult budget situation, it seems that there is significant bipartisan support on Capitol Hill for preserving the nation's patrimony and supporting the study of strategically important languages. One of the issues we discussed with Senator Pat Toomey's legislative correspondent Brett Doyle (a former history major at Lafayette College who just happened also to have studied German in Bonn, and who is a fan of the film *Mephisto*, based on Klaus Mann's novel of the same name) was the growing concern among representatives of the American business community that their newly hired employees are not always getting the kind of training and preparation that they need to be successful in business, and that training for business requires critical thinking skills and a knowledge of history, culture, and language. As Charles E. M. Kolb, the President of the Committee for Economic Development, told us at the NHA's annual meeting on March 7 at George Washington University, "American business leaders do not want drones." Kolb also quoted the beginning of E. M. Forster's *Howard's End*: "Only connect." The implication, of course, is that what students need more than anything else in this world is the ability to connect disparate things into a web of meaning. This, of course, is what the humanities teach. Or, as Steve Jobs put it at Apple's Worldwide Developers Conference on June 7, 2010, "We're not just a tech company, even though we invent some of the highest technology products in the world.... It's the marriage of that plus the humanities and the liberal arts that distinguishes Apple."¹

Three years ago, in the summer 2008 *MLA Newsletter*, Rosemary Feal, the

¹ <http://latimesblogs.latimes.com/technology/2010/06/apple-announces-new-products-the-steve-jobs-keynote.html>

Executive Director of the Modern Language Association, wrote about similar experiences that she had lobbying on Capitol Hill as part of Humanities Advocacy Day. As Feal noted, “There is something simultaneously banal and transcendent about standing in the hallway of the Rayburn House Office Building to show a twenty-four-year-old staff member a chart that displays the NEH appropriations since the agency’s creation in 1966. It almost feels like I’m going over an irregular Spanish verb chart with one of my students—a very bright and attentive one at that! Then I glimpse the dome of the Capitol building, just steps away, and I realize that for hundreds of years legislation has been made this way (yes, like sausage) and that it behooves us not only to know what’s in it but also to add ingredients of our own.”² Feal is absolutely right: it behooves us “to add ingredients of our own” and to know about legislation that has a direct impact on all of us—from funding the National Endowment for the Humanities to making Fulbright German Studies seminars possible. Something one realizes fairly quickly when one participates in lobbying in Capitol Hill is that the place is crawling with paid and unpaid lobbyists, all of them arguing for particular priorities; this is the way that our democracy works. What this means, particularly in difficult economic times, is that any budget items that are *not* lobbied for and that do *not* have an obvious constituency are in jeopardy. One of the main reasons to lobby for the humanities is to show legislators that they have real constituents who benefit from the humanities on a daily basis, and that the humanities are not just abstract, pie-in-the-sky issues of interest only to pointy-headed intellectuals but bread-and-butter issues vitally concerned with the political, strategic, and economic success of the nation. Often both conservatives and liberals can, at a fundamental level, agree on the importance of preserving history, or the nation’s patrimony. When one lobbies on Capitol Hill, one sees that such bipartisan coalitions are possible, even in a time of partisan rancor and acrimony.

I would encourage all members of the GSA to lobby for our field specifically and for the humanities more generally. Germany is a vitally important country both politically and economically, and its history has had a profound impact on the United States. Large numbers of Americans are German-Americans. If we do *not* lobby for German Studies specifically and the humanities more generally, we cannot assume that anyone else will do so for us. To us, of course, both German Studies specifically and the humanities more generally are self-evidently worthwhile and valuable; but we need to understand that not everyone is professionally involved in these things the way we are, and that in an age of limited resources, this means that we actually have to become advocates for our own discipline in political, academic, and public forums. This can mean lobbying on Capitol Hill, but it can also just mean writing a letter to your congressional representatives in favor of humanities funding or just talking with your dean or college president. It can mean becoming involved in a public dialogue about the need for the study of foreign languages, or of history. The more academics become involved in this, the better. I reckon that

² Rosemary Feal, “From the Halls of Academe to Capitol Hill: Why Lobby?” *MLA Newsletter*, Summer 2008, 5-6; here, 5.

about half of the states in the USA were represented on Capitol Hill on Humanities Advocacy Day, including Pennsylvania, Louisiana, and Georgia, among others. But major states like Texas and Florida were not represented, as far as I can tell, and less populated states like North and South Dakota or Wyoming were also absent. This is a problem, because it would be devastating to give legislators the idea that the humanities are only of interest in the north or the east and not in the south or the west—or only of interest in and around cities, not in rural areas. The fact is that the humanities are of interest everywhere, because every place has its own history and culture, and the study of that history and that culture is valuable. It is, in fact, part of our very identity. I therefore encourage all members of the GSA to get involved in advocating explicitly for our field. We are passionate about what we do, and we should not be afraid to demonstrate this passion to others.

Stephen Brockmann
President, GSA

Letter from the Executive Director

Dear members and friends of the GSA,

This year we celebrate the thirty-fifth anniversary of the founding of the Western Association for German Studies (WAGS) in 1976. WAGS was the predecessor of the GSA. Without the efforts of its founders and members, the GSA itself would never have come into existence. Several pioneer members of WAGS – Professors Christopher Browning, Marion Deshmukh, Gerald Fetz, Katherine Roper, and Ronald Smelser – will participate in a special commemorative roundtable on the history of WAGS and the early GSA at this year's conference in Louisville. And, of course, a special word of thanks and appreciation goes to our Founding Executive Director and first editor of the *German Studies Review*, Professor Gerald R. Kleinfeld, for his extraordinary contributions to our association over more than three decades.

In view of this anniversary, it is rather appropriate that the year 2011 is witnessing significant changes in the operations of the German Studies Association. As we'll discuss in greater detail later this year, the GSA Investment Committee and the Executive Board agreed late in 2010 – after lengthy and careful deliberations – to make some important changes in the ways we invest our endowment funds. Professor Gerald Fetz, GSA secretary/treasurer, and I traveled to San Francisco in early March as part of this process; and our revised investment strategy is now under way.

As we announce elsewhere in this newsletter, the GSA has just signed a contract with the Johns Hopkins University Press to publish and distribute the *German Studies Review* and the printed conference program. And, as we announced earlier, beginning with the February 2012 issue the *GSR* will be edited by Professor Sabine Hake of the University of Texas at Austin. All of us in the GSA owe a tremendous debt of gratitude to our retiring editor, Professor Diethelm Prowe of Carleton College, and our retiring book review editor, Professor Elizabeth Ametsbichler of the University of Montana. Many thanks indeed for all their contributions to the GSA and all their years of dedicated service to the profession!

This issue of the newsletter contains announcements regarding the results of recent GSA Board elections; the “Waldsee Statement,” with which our President, Professor Stephen Brockmann, was closely involved; our annual list of dissertations in German Studies; and a description of our forthcoming thirty-fifth anniversary conference in Louisville. This conference promises to be the third largest in GSA history, after the record-breaking events in Washington (2009) and Oakland (2010). Once again we felt constrained to organize Sunday-afternoon sessions. We understand that this represents a hardship for many of you, but we continue to believe that this unhappy solution is preferable to rejecting large numbers of otherwise qualified proposals. Later this year the GSA will be addressing this situation systematically. The Louisville conference promises to be exceptionally interesting, and is located in a marvelous venue. We look forward to welcoming as many of you there as possible!

David E. Barclay,
Executive Director, GSA

**The Thirty-Fifth Annual Conference of the GSA
Louisville Marriott Downtown
Louisville, Kentucky
September 22–25, 2011**

The Thirty-Fifth Annual Conference of the German Studies Association will take place from September 22 to September 25, 2011, at the Louisville Marriott Downtown, 280 West Jefferson, Louisville, Kentucky 40202. This will be the first GSA conference in this city on the banks of the Ohio River. Famous, among many other things, for the Kentucky Derby at Churchill Downs, the Louisville Slugger baseball bat factory, and the Muhammad Ali Center, Louisville is also close to world-famous bourbon distilleries and the Bluegrass country. But Louisville also has a vibrant downtown and a remarkably vigorous cultural life. At the time of printing, the GSA is considering several tour options for our members on Thursday, September 22, before the annual general meeting in the late afternoon and the annual DAAD reception in the early evening. These would include tours of the Kentucky horse country and nearby distilleries. We'll be in contact with the membership as details develop.

After two straight record-breaking conferences in Washington and Oakland, the thirty-fifth annual meeting also promises to be large, with about three hundred sessions and roundtables. Once again, as in each of the last two years, we will be obliged to extend the conference into late Sunday afternoon in order to accommodate all the sessions that the Program Committee has approved. We know that this situation creates real problems for many of our members, even as we recognize that the steady growth of our conference testifies to the intellectual strength and vibrancy of German Studies.

We've already reserved extra hotel sleeping blocks at the conference rate for those who will be staying over on Sunday night. We will have a block of twenty-eight meeting rooms at the Louisville Marriott City Center on Friday, Saturday, and Sunday morning. On Sunday afternoon we shall have twelve meeting rooms at the Louisville Marriott and another sixteen immediately across the street at the Kentucky Convention Center.

This year the German Studies Association will commemorate its thirty-fifth anniversary. To celebrate the occasion, the GSA is sponsoring a special roundtable with the title "In eigener Sache: The Early Years of the Western Association for German Studies." Chaired by Professor (and former GSA President) Katherine Roper (Saint Mary's College of California), the roundtable also includes Professors Christopher Browning (University of North Carolina–Chapel Hill), Marion Deshmukh (George Mason University), Gerald Fetz (University of Montana), and Ronald Smelser (University of Utah). All five participants were early members of the Western Association for German Studies (WAGS), which later became the German Studies Association.

But 2011 is not only a time for commemoration; it is also a time to reflect on the continuing crisis of the humanities as part of the larger crisis facing higher educa-

tion in the US. Thus the GSA is sponsoring another special roundtable on “The Crisis in the Humanities.” Professor David Blackburn (Harvard University) will chair the session, which will also include Professors Celia Applegate (University of Rochester and former President, German Studies Association), Russell A. Berman (Stanford University and President, Modern Language Association), Anthony Grafton (Princeton University and President, American Historical Association), and John A. McCarthy (Vanderbilt University).

And, as usual, many sessions and roundtables will focus on large thematic clusters. Several are sponsored by the new GSA Networks, which began their work in 2010 and have already contributed significantly to new interdisciplinary approaches in German Studies. These include seven sessions on “Representations of Reality in German Visual Culture,” sponsored by the Visual Culture Network; five on “Kinship and Family,” sponsored by the Kinship and Family Network; two on “Memory and Commemoration in German Studies,” sponsored by the Memory Studies Network; and three on “Law, Society, and the Economy,” sponsored by the Law, Society, and Economy Network.

This year witnesses several important commemorations, among them the bicentennial of the University of Berlin and of Heinrich von Kleist’s death; the sesquicentennial of the American Civil War, in which German-Americans were heavily involved; and the fiftieth anniversary of the building of the Berlin Wall after 13 August 1961. Some of our thematic clusters of sessions take account of these commemorations, while others focus on a variety of other issues in German Studies. They include eight sessions on “The German Alltag”; seven on “Migrations”; four on “Music and Interdisciplinarity”; five on “Socialism and Modernity”; four on “Germans and the American Civil War”; four on “The Common”; four on “Vienna 1900 in Twenty-First-Century Studies”; four on “Asian-German Studies”; three on “Radical Reality”; three on “Premodern Transformations,” sponsored by YMAGINA (Young Medieval Germanists in North America); and many others.

Again, we have an exceptional series of **luncheon and banquet speakers** this year, and we hope that as many of you as possible can attend these important events. We are negotiating the most favorable luncheon and banquet fees possible, and they’ll be posted in the website and shown in the conference program. The speakers are:

FRIDAY, SEPTEMBER 23, LUNCHEON:

The GSA is pleased to welcome the Berlin-based writer **Tzveta Sofronieva** to Louisville. She will speak on **“andere (w)orte: Lässt sich die Terra incognita der Mehrsprachigkeit verorten?”** Tzveta Sofronieva is an author who writes in German (a language she learned at the age of twenty-eight), in her native Bulgarian, and in English. Born in Sofia, she is a traveler with a permanent residence in Berlin since 1992. She studied physics, attended a poetry master class taught by Joseph Brodsky, and holds a doctorate in Science Studies. She is the founder of the intercultural *Forbidden Words* and *Auropolis Web Streaming Poetry* networks and editor of collections of the same name. Her most recent publications in German are her poetry book *VIA DUKTE*, the theater story *Saga about the Open Court*, and

the short-story collection *Diese Stadt kann auch weiß sein* (2010). Her German poetry collection *Eine Hand voll Wasser* (2008) has been translated into English with PEN American Translation Fund Award in 2009. In 2011 her literary installation *Borrowed Pillows* was exhibited in Lille. Sofronieva has been awarded the Adelbert-von-Chamisso Förderpreis (2009), has been Fellow at St. John's College, Cambridge (UK), at the Villa Aurora in Pacific Palisades, and at the MPIWG in Berlin (2010). She has recently been named Max Kade Writer in Residence at MIT for 2012. Her website is www.tzveta-sofronieva.de.

FRIDAY, SEPTEMBER 24, BANQUET:

On the occasion of the fiftieth anniversary of the construction of the Berlin Wall in August 1961, the GSA is pleased that Professor **Manfred Wilke's** banquet presentation will consider "**Der Weg zur Mauer,**" derived from his recently published book of the same name. Manfred Wilke studied at the Hochschule für Wirtschaft und Politik and the University of Hamburg before receiving his doctorate in political science at the University of Bremen in 1981; a *Habilitation* in sociology followed at the Free University of Berlin. He served as a professor at the Fachschule für Wirtschaft Berlin and was one of the co-founders of the Forschungsverbund SED-Staat at the Free University of Berlin. He was a member of the Bundestag Enquete Commission's "Aufarbeitung von Geschichte und Folgen der SED-Diktatur in Deutschland" (1992–1994) and "Überwindung der Folgen der SED-Diktatur im Prozess der deutschen Einheit" (1995–1998). He is the author of many publications, among them *Der SED-Staat* (2006) and *Der Weg zur Mauer: Stationen der Teilungsgeschichte* (2011). Recently he has served as an external project director for the Institut für Zeitgeschichte, Munich/Berlin.

SATURDAY, SEPTEMBER 25, LUNCHEON: We are pleased to welcome **Professor Mary Lindemann** to speak on "**Werther in Hamburg, Lotte in Jail: History, Literature, and the Pleasures of the Imagination.**" Mary Lindemann is Professor of History at the University of Miami, Florida. She has written four books. *Choice* named her first monograph, *Patriots and Paupers: Hamburg, 1712–1830* (Oxford University Press, 1990), "An Outstanding Academic Book for 1990." *Health and Healing in Eighteenth-Century Germany* (Johns Hopkins University Press, 1996) received the 1998 American Association of the History of Medicine William H. Welch Medal book prize. Cambridge University Press published the first edition of her survey, *Medicine and Society in Early Modern Europe*, in 1999. It has since been translated into Spanish (2001) and Portuguese (2003); a second edition followed in 2010. In 2006, she published *Liaisons dangereuses: Sex, Law, and Diplomacy in the Age of Frederick the Great* with Johns Hopkins University Press. Professor Lindemann is currently finishing a comparative study of political culture in three early modern "merchant republics": Amsterdam, Antwerp, and Hamburg. She has recently embarked on a new project entitled "Charlotte's Web: The Guyard Incest Case as History and Literature." Professor Lindemann has received many major scholarly awards including an NEH Fellowship; a John Simon Guggenheim Fellowship; a Davis Center Fel-

lowship; a Fellowship from the Netherlands Institute for Advanced Study in the Humanities and Social Sciences; and, during spring 2011, is Fellow-In-Residence at the Flemish Academic Center for Science and the Arts in Brussels. She is a member of the Executive Board of the GSA and serves on several editorial boards including that of *Central European History* and *Studies in Central European Histories* (Brill Academic Press).

REGISTRATION INFORMATION

As in previous years, it will be necessary to register for the conference online this year. Please go to our website (www.thegsa.org) to do this. **THE ONLINE CONFERENCE REGISTRATION AND HOTEL RESERVATION LINK WILL BE AVAILABLE UNTIL 26 AUGUST OR UNTIL ROOMS AT THE HOTEL SELL OUT.** A confirmed conference registration will lead you to a link that will enable you to make a reservation at the conference hotel, the Oakland Marriott City Center, at the special conference rate. **PLEASE DO NOT CALL THE HOTEL DIRECTLY OR THE GSA TO ASK FOR THE RATE. YOU MUST FIRST REGISTER FOR THE CONFERENCE TO BE ELIGIBLE FOR THAT RATE.**

Conference registration rates are unchanged from 2009 and 2010:

MEMBERS:

\$ 85.00 BEFORE SEPTEMBER 10

\$ 95.00 AFTER SEPTEMBER 10

NON-MEMBERS:

\$ 150.00 BEFORE SEPTEMBER 10

\$ 160.00 AFTER SEPTEMBER 10

INDEPENDENT SCHOLARS/NO INSTITUTIONAL AFFILIATION: \$ 35.00

GRADUATE STUDENTS:

\$ 20.00 (GSA MEMBERS)

\$ 45.00 (NON-MEMBERS OF GSA)

LUNCHEON RESERVATIONS: \$ 28.00

FRIDAY BANQUET RESERVATION: \$ 42.00

AUDIOVISUAL EXPENSES (PLEASE PAY ONLY IF YOU HAVE BEEN APPROVED FOR USE OF AN LCD PROJECTOR): \$ 20.00 per person using projector

EXHIBITORS: \$ 150 per table

HOTEL RATE: \$ 151.00 (single and double)

PROGRAM COMMITTEE:

The GSA simply would not be able to function without the work of the Program Committee. There is very time-consuming work, and all of us are in their debt. Special thanks go to this year's indefatigable Program Director, Professor Janet Ward of the University of Nevada, Las Vegas.

The Program Committee members are:

Janet Ward (University of Nevada, Las Vegas), Program Director

Rolf J. Goebel (Univ. of Alabama in Huntsville), Diachronic/Interdisciplinary

Jared Poley (Georgia State Univ.), Medieval/Early Modern/Pre-1800 (all fields)

Margaret Eleanor Menninger (Texas State Univ.–San Marcos), 19th Century (all fields)

Sabine von Dirke (University of Pittsburgh), 20th/21st-Century Germanistik/
Cultural Studies

Randall Halle (University of Pittsburgh), 20th/21st-Century Germanistik/Cultural
Studies

Bruce Campbell (College of William and Mary), 20th/21st-Century History

Raffael Scheck (Colby College), 20th/21st-Century History

David Patton (Connecticut College), Political Science

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

Issues and Discussions in German Studies

The Waldsee Statement

In June of 2010 major figures from the United States and Germany interested in the future of German study in the United States got together in northern Minnesota, at the Waldsee language village run by Concordia College near Bemidji, to hold a conference on “The Future of the German Language in America.” The meeting included Helene Zimmer-Loew, Executive Director of the American Association of Teachers of German (AATG), as well as Carol Anne Costabile-Heming, President of the AATG. I represented the German Studies Association at this meeting. In addition, representatives from the German government, including Ambassador Klaus Scharioth, as well as from German-American business, were present. There were also high school and college teachers. In all, the meeting brought together constituencies that rarely come together, in spite of their common interest in German, and for this reason alone, as well as for many others, it was unusually productive. The meeting lasted for two days and featured open, productive discussions. At the end of the meeting, participants unanimously endorsed the “Waldsee Statement” on “The Future of the German Language in America,” which contains practical, pragmatic advice for best practices to improve and enhance the study of German at all levels, from elementary school to college study. Although too many German programs continue to be threatened across the United States, it is important to stress that the news is not all bad. The number of students studying German at the high school and college level has actually increased over the last decade, even though more programs have been cut. The goal of the Waldsee Statement is to motivate German teachers and others, especially funding agencies, toward even better and more productive work in the future.

Stephen Brockmann

The Future of the German Language in America

June 23–24, 2010, Waldsee German Language Village

Summary Highlights and Recommendations

German is the third most commonly taught language in the United States, a position it has maintained over the past sixty years. The number of students learning German at both the high school and college levels in the United States has been increasing over the last decade. Yet German accounts for only about 6 percent of U.S. foreign language enrollments today, less than a third the level of the 1960s. It has yet to recover from the precipitous drop in German enrollments since 1990, and is failing to match the growing pace of enrollments in other major languages. Moreover, programs at both the high school and college level continue to be cut—even some very healthy programs. In short, while German remains an important language in America, it is under assault from many different quarters.

To address these issues, a conference on “The Future of the German Language in America” was held July 23–24 at the *Waldsee German Language Village*, one of 15 different immersion language programs sponsored by Concordia Language

Villages and Concordia College in Minnesota. Leaders from education, business, media, and diplomacy from Germany and from across the United States gathered to discuss basic, practical measures that can be taken immediately or in the near future to increase the popularity of German study in the United States. The conference was sponsored by the Goethe-Institut Chicago together with Concordia Language Villages, the American Association of Teachers of German (AATG) and the Germany Embassy to the United States. Participants included representatives of other educational organizations such as the German Studies Association, Women in German, *die Zentralstelle für das Auslandsschulwesen*, and leaders of *Waldsee* itself—a highly successful immersion language program that celebrated its 50th summer in 2010. Klaus Scharioth, Ambassador of the Federal Republic of Germany to the United States, discussed priority issues with the conference participants, who focused on ways that the German government, as an interested party, could enhance and support the study of German in the United States. Members of the conference unanimously agreed on the following basic proposals:

1. Image

The image of Germany in the United States is highly positive at present. Americans respect in particular the **quality** of German products and associate the Federal Republic of Germany with quality workmanship and engineering. We believe that Germany can build on this already positive image by creating a media campaign to enhance and support it. This campaign can reinforce the image of quality, but it could also bring in the idea of *Sprachvergnügen*, that learning German is both fun and easy. We believe that the campaign should encompass multiple messages aimed at the broader population not yet involved with German education or business, and in particular pupils in grades 4–6 at American elementary schools. These students will be making choices about which foreign language to study in the not-too-distant future, and hence a campaign targeted on them might be particularly effective.

Multiple messaging to different audiences also means using different media depending on the particular audience to be reached—for instance brochures and paper-oriented campaigns are wasted on young people more attuned to electronic messaging and interactive communication. Far more should be done using such media to attract Americans to German.

When young people are asked about why they have enrolled in successful German language programs, they respond that the programs are “cool” or “fun” as well as educational. Those who do not choose German often respond that the image of German is not “cool.” If the German government and related German language organizations seek to attract new generations of Americans to German, they should make a concerted effort to convey the accessibility of the German language and the lighter, “edgy” or simply fun aspects of German culture. They should work more directly with American colleagues who have demonstrated success in identifying aspects of German culture that resonate with young Americans. What Germans think is interesting about German language and culture may not always be the same as what is interesting to Americans. *Deutsch – it’s übercool!*

2. Partnerships

More time and energy need to be invested in partnerships and networking. Although we represent various organizations that have a direct, strong interest in the success of German teaching and commerce in the United States, we have not always previously been aware of each other's activities or even existence. The United States is a very large country with a highly decentralized education system, and for that reason many teachers of German across the country are working alone or in very small groups, sometimes with relatively little contact with other groups or people. We know, however, that the most successful German programs are those with robust networks. We therefore strongly recommend the need for more such conferences, modeled on the *Waldsee* conference itself, both nationally and locally. In particular we believe that it would be extremely useful for each of the German consuls general to organize or facilitate such conferences in their regions on an annual or semiannual basis. At such conferences representatives from the AATG, universities and colleges, the German-American Chamber of Commerce, the Goethe Institutes, etc, might get together to network, strategize, and promote best practices in their own individual regions. We recommend that such conferences be kept relatively small—perhaps twenty-five participants at most. Key organizations participating, in addition to the ones already mentioned, are the DAAD, representatives of the German diplomatic community, ZFA, GACC/BABC/GABA, DANK, immersion schools, Samstags- and Verbandschulen, the media, and the German National Tourist Office. Other partnerships are possible through creative joint venturing. For example, German-American Chamber meetings or other events hosted by German consulates or companies could include a language component hosted in partnership with a relevant language organization. Mutual advertising and electronic information exchange are other value-added activities.

3. Teacher Training

Based on experience and research, we know that German programs consisting of quality teachers and engaging curricula are successful. We need to assist in developing more quality instructors and also to help remediate where necessary to ensure quality instruction and consequently healthy German programs. Even though the number of students learning German at both the high school and college levels has been increasing over the last decade, programs at both levels continue to be cut—even some very healthy programs. This means that fewer programs are teaching more students. We therefore strongly recommend more professional development programs to enhance and increase the excellence of German teaching at all levels in the United States. We recommend the creation of more in-depth, manageable seminars in the United States for the education and training of good teachers of German, with content and pedagogy focusing on the learning styles characteristic of American students.

It is essential that such programs focus on empowering American teachers of German in ways that help them succeed in American schools, rather than focus on imported seminars “made in Germany” that might have excellent content but are far removed from the realities of American education and the specific, immediate

needs of American teachers of German. It is important for German government representatives to understand the concrete situation of teachers of German in the United States, and to recognize that, as desirable as visits in Germany may be, it is not always practicable for American teachers of German to travel to Germany for training—for reasons of both time and money.

For these reasons, it is imperative to improve teacher seminars and training opportunities in the United States itself. Such programs might last for one or two weeks, and could be coordinated by the AATG and the Goethe Institutes. Trainers would define best practices, as well as products and resources for excellent teaching. A follow-up and support structure is a vital component of this professional development training, tailored to the specific needs of school German programs in American schools, and with considerable input by American educators familiar both with the challenges teachers of German face, but also with ways in which the German language can be made interesting to U.S. learners. *Waldsee*, for instance, offers teacher seminars, masters in education programs for teachers, and even teacher volunteer weeks, each integrally involved with *Waldsee* language learners in *Waldsee's* immersion setting. Such interactive, engaging educational training programs should be supported—and perhaps replicated—across the country. Other model teacher training courses should also be supported and extended.

One area that needs particular attention is training of teaching assistants (TAs) at American universities; after all, TA's are the future teachers who will, in practice, actually be running college German programs in the future. They are also the first and possibly only connection many undergraduate students will have with the German language and culture. There seems to be a disconnect or divergent interests between graduate program research and German language education. Many graduate students in German are research-focused, often with an in-depth specialization in German literature. Yet they are asked to operate—sometimes with no real training—as effective teachers of the German language. Specific programs geared to help TA's become effective teachers of German would be a wise investment in the future of the German language in America.

Community colleges present another opportunity for improving German language offerings in the United States. Community colleges are growing rapidly across the country, and yet as a general rule German language offerings at such institutions are weak to non-existent, and existing enrollment levels are dropping. Community college teachers will increasingly be ambassadors of the language and culture. They need support to be effective.

4. Study Abroad and Internships

Experience tells us that students who go to Germany and have positive experiences in Germany—no matter what their proficiency level—tend to stick with German as a language. Therefore it is clear that one of the best ways to promote the study of German in the United States is to encourage American learners to spend time in Germany. Traditionally, one of the most effective ways of doing this has been to encourage study abroad. Large numbers of American students continue to study in Germany and to have positive experiences there. Over the past decade

or so, however, the landscape for study abroad has changed in the United States. Increasingly, American students are double- or even triple-majoring in various subjects—engineering, business, computer science, etc.—and sometimes find it difficult, for both reasons of time and program requirements, to spend a whole semester, let alone a year abroad, especially if the study-abroad experience is not combined with some pragmatic, practical internship or job experience that could position the students favorably for the job market.

In addition, even in the summer, when many U.S. students have traditionally gone to Germany to study, many students feel that they need to be getting internship experiences and earning money. Where study abroad programs are working well, we should help them to continue to grow and thrive. However, in addition, we strongly recommend that representatives of the German government do what they can to facilitate concrete, practical internship experiences in Germany for American undergraduate and graduate students. Many undergraduate students are already double-majoring in German and some other subject. For them, the study of German brings added value to a degree in engineering, business, computer science, etc. A concerted campaign should be undertaken on college campuses explaining why “German is your best second major.”

Internships at German companies, or at American companies that do business in Germany, could take various forms: six months, an entire summer (two to three months), or much shorter externships that might last only a few weeks, and that might involve American students shadowing German professionals on the job. From our perspective, it would be highly useful if representatives of the German government could work with corporations and the German-American chambers of commerce, as well as with colleges and universities, to increase the number of such internships that are available, and, above all, to centralize information about internships in Germany for both German teachers and students of German. We recommend an early meeting among German and U.S. opinion leaders from business, government and education to consider ways to advance such opportunities, including the possibility of earning academic credit from such internships, and creation of a web presence informing those with interest about concrete ways to go about getting an internship in Germany. In general the approach that is most likely to work for American students is one in which they would 1) gain professional experience; 2) receive university credit; and 3) get paid for their work.

Since we know that the GAPP (German American Partnership Program) is currently working very well, we recommend this program not only receive continued support but be expanded.

People-to-people exchanges between Germans and Americans have been a crucial pillar of our relationship, and the insights gained by Americans who have the opportunity to travel to Germany have many positive ripple effects on German language study in the United States. It is imperative that such people-to-people exchanges continue to be supported, and other innovative programs initiated, modeled on successful pilot programs such as renewable energy internships/study tours or IntegrationXchange, a people-to-people program focused on exchange of good practice among those engaged in migration and integration issues in both countries.

Reports and Announcements

New Editor Announced for *German Studies Review*

The German Studies Association is pleased to announce that Professor Sabine Hake has agreed to serve as editor of the *German Studies Review* beginning with the February 2012 issue.

Professor Hake is a truly distinguished scholar of German Studies with wide-ranging, interdisciplinary interests and a deservedly international reputation. She will bring exceptional credentials to her new task. She is Texas Chair of German Literature and Culture in the Department of Germanic Studies at the University of Texas at Austin and is the author of five monographs, including *German National Cinema* (2008, second revised edition) and *Topographies of Class: Modern Architecture and Mass Society in Weimar Berlin* (2008). She has also published numerous articles and edited volumes on German film and Weimar culture. Her current book project is titled *Political Affects* and deals with the fascist imaginary in postfascist cinema.

Professor Hake's selection as editor was the result of a long and careful process. We were gratified that the number of candidates for this position was so large, and their qualifications so extraordinary. It is a testimony to the professional commitment of our members and to the quality of their scholarship that we had so many excellent candidates.

The GSA is grateful to the search committee for its many months of hard and focused work. Chaired by Professor Sara Lennox (University of Massachusetts, Amherst), it included Professors Celia Applegate (University of Rochester), David E. Barclay (Kalamazoo College), Kathleen Canning (University of Michigan), Kenneth Ledford (Case Western Reserve University), Frank Trommler (University of Pennsylvania), and Helga Welsh (Wake Forest University).

Finally, we wish to thank the retiring editor of the *German Studies Review*, Professor Diethelm Prowe of Carleton College, for his years of outstanding service to the journal, the German Studies Association, and the German Studies profession in general. His work has been exemplary, and his devotion to scholarship and to the profession has been outstanding. He has set very high standards of stewardship and dedication, and we are all in his debt.

GSA Signs Contract with Johns Hopkins University Press

The German Studies Association is pleased to announce that, beginning with the February 2012 issue, the *German Studies Review* will be published and distributed by the Johns Hopkins University Press. On 19 April the GSA Executive Director, Professor David E. Barclay, and the editor-designate of the *GSR*, Sabine Hake, met in Baltimore with William Breichner, Journals Publisher of the Johns Hopkins University Press, and agreed to a five-year, renewable contract. The decision to publish with JHUP came after many months of deliberation by the GSA Executive Council, the Board, and the *GSR* editor search committee.

The Johns Hopkins University Press will assume responsibility not only for

the publication and distribution of the journal and printed conference program but will also coordinate the Association's dues-payment system. Additional details will be announced in upcoming e-mails to the membership, on the GSA website, and at the forthcoming GSA conference in Louisville. We at the GSA are very excited indeed by this development, and look forward to all the new opportunities opened to us by our collaboration with a truly great academic press.

Election Results Announced

Elections recently took place for three positions on the GSA Board (formerly the Executive Committee). One of these positions is new; it directly represents our members in the German-speaking countries.

For the first time in Association history, the elections took place electronically, and resulted in a turnout of slightly more than fifty percent of the eligible membership. This was by far the highest turnout in GSA history, and is slightly higher than the average for associations represented in the American Council of Learned Societies.

The new Board members are:

German Literature and Culture (one position):

Leslie Morris, University of Minnesota, Twin Cities

German-Speaking Countries:

Dorothee Wierling, Forschungsstelle für Zeitgeschichte, Universität Hamburg

History (one position):

Geoff Eley, University of Michigan, Ann Arbor

As always, the GSA is hugely grateful to all members who volunteer to be candidates for elective office and who volunteer or agree to serve on our various committees. We'd also like to thank the members for their positive response to the new electronic system, and would very much appreciate hearing from any of you who might have questions or concerns.

Changes to Bylaws Approved

In the recent electronic elections, the membership also approved modifications of the GSA bylaws concerning the structures of the Investment Committee and the Nominating Committee. These changes will be reflected in the bylaws published on the website. Here is the new text:

New wording for Article V (Investment Committee):

The Investment Committee shall manage the Endowment of the Association. The Committee shall meet at least once per year to review the status of the funds. Membership in the committee consists of the Secretary Treasurer (chair), Executive Director, President, Vice President, and two other members of the GSA. Those two will be appointed to 3-year terms but may be re-appointed by the President to an additional term or terms.

New wording for Article V (Nominating Committee):

The members of the Nominating Committee shall serve for one-year terms. The Committee shall present two candidates for each elective office according to a

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

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

A List of Dissertations in German Studies, 2009–2011

The following list of dissertations completed in 2009, 2010, and the first months of 2011 in the many and diverse fields encompassed by the term German Studies represents the responses

to our call for information last November; a few of those listed also predate 2009, but were submitted by scholars who missed the initial call for abstracts. We would like to thank all the dissertation directors and recent recipients of PhDs for providing us with this information. We make no claim for the completeness or accuracy of the list, and apologize in advance to scholars whose abstracts had to be edited to conform with our policy of publishing only very brief (150 word) abstracts.

We will publish a list in all future spring issues of the GSA Newsletter. If you missed this round, please be advised that we will continue to play catch-up next year. If you received your PhD in 2010 or 2011 you may be listed in next year's Spring newsletter. (No repeats, however!) A call for information will go out next fall.

Adenauer, Evelyne A. *Das christliche Schlesien 1945/46, Wie die Erzdiözese Breslau und die Kirchenprovinz Schlesien der Evangelischen Kirche der alt-preußischen Union ihr Ende erlebten und in Schlesien polnische katholische Apostolischen Administraturen eingerichtet wurden*. University of Cologne. Dissertation advisor: Manfred Alexander. 2010.

In 1945 the U.S.A., the Soviet Union, and Great Britain cut large parts out of eastern Germany, adding the territories to the new Poland and relocating the German population. In Silesia, German Protestant and Roman Catholic officials lost their positions and were forced to leave the country within a few months. As Polish settlers arrived, many of them expelled from eastern Poland, new Roman Catholic parishes were hastily established. A vast array of valuable property – churches, real estate, hospitals, social institutions and works of art- were handed over or seized by new

owners. Within a few months' time, an estimated 5.8 million Silesian inhabitants departed and were replaced by approximately 3 million Polish settlers. Religious and social customs were transformed, but neither side heard the other's prayers for God's love, mercy or justice.

André, Michael. *Weimar Classicism and the Image of Historical Time*. University of Michigan, Ann Arbor. Dissertation advisor: Andreas Gailus. 2010.

This dissertation argues that the aesthetic theories and practices of Weimar Classicism were deeply informed by a discomfort with history and a desire to reproduce idealized images of the passage of time. The author draws upon scholarship foregrounding transformations in historical consciousness in the 18th and early 19th centuries and challenging the aesthetic commitments of German Classicism. Weimar Classicism's aggressive visual response to the crises of the French Revolution and Revolutionary Wars was symptomatic of a new kind of historical experience involving sense perception and seeking a remedy for anxiety about change and loss in the aesthetic – foremost in images of subtle movement and discreet gesture. Chapters focus on the status of time in Johann Wolfgang Goethe's theoretical and programmatic writings on symbolic representation; on Friedrich Schiller's dramatic trilogy *Wallenstein* as a visual staging of the historical event; and on period art-historical writing thematizing Classicism's own position in history.

Bellingrad, Daniel. *Flugpublizistik und Öffentlichkeit um 1700. Dynamiken, Akteure und Strukturen im urbanen Raum des Alten Reiches*, Freie Universität, Berlin. Dissertation advisor: Bernd Sösemann. 2010.

Frühneuzeitliche urbane Öffentlichkeit war geprägt von "fliegenden Blättern" in allen Variationen. Mehrblättrige Flugschriften, obrigkeitliche Einblattdrucke, illustrierte Flugblätter, selbst handgeschriebene "Zettelchen" prägten das Meinungs- und Politikklima. Mit den teils fingierten, anonymen und pseudonymen Publikationen wurde Öffentlichkeit von einer Vielzahl von Akteuren opportunistisch organisiert, wenn nötig inszeniert, teilweise kämpferisch behauptet oder auch korrigiert. Als papiernen Gegenwartsbeschleunigern kam Flugpublizistik in urbanen Räumen um 1700 eine Verstärkerfunktion zu: als mediale Impulse dynamisierten Flugdrucke die innerstädtische Politiksphäre, da sie rasonnementanregend auf illiterati und literati wirkten. Auf Basis eines Quellenkorpus von rund 600 Flugdrucken, das im Medienverbund samt seinen Akteuren kontextualisiert wird, leistet die Dissertation einen Beitrag zur Historisierung des Öffentlichkeitsbegriffes der Frühen Neuzeit. Städtische Öffentlichkeit um 1700 wird als ein mit Stadtmauern umgebenes mediales Rasonierforum skizziert, auf das Flugpublizistik aktivierend einwirkte.

Benda-Beckmann, Bas von. *A German Catastrophe? German historians and the Allied Bombings, 1945–2010*. University of Amsterdam. 2010.

This dissertation analyzes the German historiography of the Allied bombings since 1945. It points out that, to a much wider extent than is often claimed, the Allied

bombings became part of historical debates on the Second World War, in both the GDR as well as the Federal Republic before and after 1990. This dissertation explores how German historical accounts reflected different debates on postwar German identity. It concludes that in spite of ideological differences, works on the air war from East and West Germany all focused on a German victim's perspective and approached the Second World War as a "catastrophe" that in the first place affected the Germans. The history of the air war was often constructed as a "counter-narrative" that sought to challenge the narrative of German collective guilt.

Bendixsen, Synnøve. "*It's like doing SMS to Allah*". *Young Female Muslims Crafting a Religious Self in Berlin*. Humboldt University and Ecole des Hautes Etudes en Sciences Sociales. Dissertation advisors: Wolfgang Kaschuba and Jonathan Friedman. 2010.

This thesis is an ethnographic analysis of a group of young Muslim females who are participating in a religious organization in Berlin that is part of the contemporary Islamic resurgence. It explores how young people, most of them migrants, are engaged in studying Islamic scriptures and learning social practices and body comportments that are considered as essential in crafting a religious self. Through ethnographic description, the everyday life of young Muslims living in Berlin, their struggles, challenges, desires and motivations, are presented as engaging in the process of crafting a religious self within group structures. This approach provides a deeper understanding of the interrelationship between the young persons' individual religiosity and that of the wider religious group, and of the ways in which a religious identification is a creative process, continuously being crafted within social fields and structures.

Beorn, Waitman Wade. *Descent into Darkness: The Local Participation of the Wehrmacht in the Holocaust in Belarus, 1941–2*. University of North Carolina–Chapel Hill. Dissertation advisor: Christopher R. Browning. 2011.

This study examines how and why the German army became involved in the murder of Jews in the Soviet Union in the context of the Holocaust. Focusing on the involvement of the *Wehrmacht* in genocide in six local areas, this work details a progression of complicity from improvised participation to the internalization of anti-Jewish measures. Moreover, it explains in detail the myriad ways in which German soldiers aided in and benefited from the murder of Jews in Belarus. The work highlights the critical importance of unit culture and demonstrates that the anti-partisan war (or threat thereof) was intentionally and successfully mobilized to increase the participation of the German Army in the Holocaust. Finally, this dissertation examines the many different relationships between German soldiers and Jews .

Borup, Allan. *Demokratisering af Vesttyskland – belyst gennem CDU i Slesvig-Holstens integration af demokrati-skeptiske vælgere* [Published in a German translation by Detlef Siegfried under the title: *Demokratisierungsprozesse*

in der Nachkriegszeit. Die CDU in Schleswig-Holstein und die Integration demokratieskeptischer Wähler]. SAXO-Institute, University of Copenhagen. Dissertation advisor: Karl Christian Lammers. 2008.

This dissertation examines the creation and acceptance of democracy in the only region of Germany where NSDAP had once reached an absolute voting majority. It investigates the ways in which the Christian Democratic Union (CDU) in Schleswig-Holstein presented itself and the German past in order to appeal to those who remained skeptical about democracy, and its integration of those skeptics in the course of the first postwar decade. The CDU's presentation of the Nazi Past did not restrict itself to Hermann Lübkes "Gewisse Stille" but encompassed interpretations that gave meaning to participation in and support of the war as well as to participation in democracy. The CDU presented itself as a Union – as opposed to Weimar's parties – which could overcome destructive fragmentation ("Zersplitterung") and unite confessions and non-socialist political currents. The idea of "Sammlung" as the solution to the political problems which had undermined the first German democracy was successfully accommodated within a pluralist democracy.

Brandow-Faller, Megan Marie. *An Art of their Own: Reinventing Frauenkunst in the Female Academies and Artist Leagues of Late-Imperial and First Republic Austria, 1900–1930*. Georgetown University. Dissertation advisor: James P. Shedel. 2010.

This dissertation traces the development of the concept of Frauenkunst, originally connoting substandard, amateurish works intended as distraction rather than vocation, as well as certain lower genres associated with slavish reproduction rather than creative innovation, in Austrian artistic-educational systems circa 1900–1930. The originally-private, later state-subsidized Viennese Women's Academy assumes particular significance for the question of a distinct "women's art." Originally founded by a private-league, the Women's Academy gradually became integrated in late-Imperial Austria's mainstream institutional framework: gaining rights of public incorporation in 1908, increased levels of state-funding and employment of key personnel, and the privilege of issuing degrees equal to the Austrian Academy of Fine Arts. The Viennese Women's Academy represented a unique case in point of institutional equality of difference. While similar institutions in Central Europe closed after women were integrated into the mainstream state academies, the Viennese Women's Academy experienced a renaissance just as Austria's state Academy began accepting female students in 1919/20.

Campion, Corey. *Negotiating Difference: French and American Cultural Occupation Policies and German Expectations, 1945–1949*. Georgetown University. Dissertation advisor: Roger Chickering. 2010.

The dissertation explores the local implementation of French and American cultural occupation policies in Germany from 1945–1949. It focuses on events in French-occupied Freiburg and American-occupied Stuttgart and relies on materials gathered in local and state German archives as well as the French and

American national archives. The dissertation argues that postwar German culture developed not through the unilateral implementation of Allied policies, but rather through negotiations between Allied and German visions. Negotiations were less contentious between the French and Germans, as differences between Allied and German expectations and political and cultural realities differed less in the French zone. Nonetheless, German resistance forced both French and American officials to reevaluate their objectives.

Carney, Amy. *Victory in the Cradle: Fatherhood and the Family Community in the Nazi Schutzstaffel*. Florida State University, 2010. Dissertation advisor: Nathan Stoltzfus.

My dissertation examines the concept of fatherhood and the ideal of creating a family community in the Nazi SS. Establishing this community was one of the goals that Heinrich Himmler set for the SS as he believed that his racially superior SS men and their families could serve as the foundation for a blood-based aristocracy. My research investigates the construction of this community, exploring the private and public discourse and measures employed to encourage each SS man to marry a racially suitable wife, have a large and hereditarily healthy family, and actively participate in raising his children. It examines how fatherhood was viewed as no less a significant duty for every SS man as his other services to the organization, the Reich, and the Führer. Finally, it assesses how the failure to create this community nonetheless contributes to a greater understanding of the SS and its racial politics.

Cernahoschi, Raluca. *The Political, the Urban, and the Cosmopolitan: The 1970s Generation in Romanian-German Poetry*. The University of British Columbia (Vancouver). Dissertation advisor: Peter Stenberg. 2010.

This study the work produced by the German poets born during or after WWII in Romania and who, having rejected identification with the insular Romanian-German communities, strove to create a socially and politically relevant verse expressing an urban and cosmopolitan attitude. By following the evolution of three themes – social and political engagement, the German minority, and the urban environment – which define the poets as a generation throughout their literary careers in Romania, the analysis illuminates not only the generation's socio-literary development but also the changing possibilities and limits of literary expression under communism. In addition to providing an introduction to the body of work created by the 1970s generation in Romania, the study also expands the understanding of German literature in the 20th century by providing new material on literature written under totalitarianism and of intercultural German literature.

Criscuola de Laix, Esther. *Cultures of Music Print in Hamburg, ca. 1550–1630*. University of California, Berkeley Dissertation advisor: Kate van Orden. 2009.

Around 1600, Hamburg was one of the richest and most powerful Hanseatic cities of Northern Europe. At the same period, the city was beginning to establish itself as North Germany's foremost musical centers, primarily by way of its first musical

imprints—these ranged from Lutheran hymnbooks in Low German dialect published in the late sixteenth century to the five-volume *Opus musicum* (1599–1625) of Hieronymus Praetorius (1560–1629), one of the first North German composers to compose and publish sacred vocal music on a large scale. Combining methodologies from cultural history and the sociology of texts with traditional musicological methods, this dissertation works outward from these musical documents to link Hamburg’s rise to musical prominence to the contemporary flowering of print in the German-speaking lands, and to examine the ways music and musical texts took part in larger contexts of Lutheran devotion, humanistic education, vernacular culture, and Hanseatic political autonomy.

Demshuk, Andrew. *The Lost East: Silesian Expellees in West Germany and the Fantasy of Return, 1945–1970*. University of Illinois, Champaign-Urbana. Dissertation advisor: Peter Fritsche. 2010.

One-fifth of West Germany’s post-1945 population consisted of ethnic German refugees expelled from Eastern Europe. About one-quarter of them came from Silesia, the richest territory lost inside Germany’s interwar borders, and thus an obvious objective for territorial revisionists. This dissertation examines how and why millions of Silesian expellees came to terms with the loss of their homeland. Tying into theories of memory and nostalgia, as well as recent studies on ethnic cleansing, I show how expellees came to realize that the lost world they mourned no longer existed to be recovered in the transformed spaces of physical reality. Revising the traditional view that most expellees wanted a restoration of prewar borders so that they could return to the East, I offer a new answer to the question why peace and stability took root in West Germany during the tense early years of the Cold War.

De Roode, S, L. R. *Seeing Europe through the Nation: the Role of National Self-Images in the Perception of European Integration in the English, German, and Dutch Press in the 1950s and early 1990s*. University of Manchester, UK. Dissertation advisor: Stefan Berger. 2010.

This study analyses the perception of European integration in England, Germany, and the Netherlands against the backdrop of dominant elements of national identities in a comparative, transnational perspective. The study is based on a source sample of more than 1200 newspaper editorials about crucial events of European integration in the 1950s and 1990s. The representation of European integration in Dutch, English, and German newspapers showed that both, the perception of Europe and national self-images, were essentially contested. The survey shows how national self-images impacted on the perception of European integration. It demonstrates how nationalised the gaze onto Europe was in all three countries under investigation. Europe was not a counter-project to the nation, but images of the nation shaped and developed imaginings and ideas of Europe. The discourse on European integration was inseparably intertwined with the discourse on the nation. Europe was essentially thought ‘through’ the nation.

Dimitriadou – Loumakis, Maria. *German Political and Economic Penetration in Greece, 1920–1930*. Panteion University of Athens. Dissertation advisor: Procopis Papastratis. 2010.

German-language scholarship on the Balkans during the interwar era has largely neglected the subject of German-Greek relations. The first part of this dissertation focuses on the role of *Kulturpolitik* and its application to Greece during the very turbulent interwar years. It uses archival records to document the importance of the Germans at the German Archaeological Institutes in Athens and Salonika, and to illuminate relations between King Constantine of Greece and the German government before and after Greek intervention in Asia Minor. The second part of the thesis examines the ways in which German enterprises managed to penetrate the Greek market in a period in which England was dominant in the region. It describes how a German-educated Greek elite facilitated contacts between German entrepreneurs and important members of the Greek government, who gave German firms, including Siemens, contracts to complete major public works. History sometimes comes full circle.

Easingwood, Ruth. *British Women in Occupied Germany: Lived Experiences in the British Zone 1945–1949*. Newcastle University. Dissertation advisor: Tim Kirk. 2010.

My thesis centers on the role played by British women in the British Zone of occupied Germany 1945–1949, a role that has been overlooked by much of the existing literature on the occupation. Giving substance to the experiences of ‘ordinary women’ adds another dimension to this crucial period of European history and drawing on oral histories is an attempt to create a bank of memories that will enhance how life in occupied Germany is understood. As well as determining the contribution British women made to the occupation my research also highlights the impact their time in Germany had on the women themselves. Central to this are the debates surrounding women’s role in the post war period. The reasons for the occupation and its execution provide the backdrop to my thesis which sheds light on issues such as gender, race and identity in the aftermath of war.

Emberger, Gudrun. *Das Collegium Sanctorum Georgii et Martini. Aspekte einer Tübinger Studienstiftung des 16. Jahrhunderts*. Freie Universität Berlin. Dissertation advisor: Claudia Ulbrich. 2010.

Gegenstand der Dissertation ist das 1509 von den Theologen Georg Hartsesser und Martin Plantsch für die Universität Tübingen gestiftete Collegium Sanctorum Georgii et Martini, das 18 Alumnen freie Unterkunft, Verpflegung und Unterricht bot. Untersuchungszeitraum sind die Jahre zwischen 1509 und 1635.

Im ersten, chronologisch aufgebauten Teil der Arbeit stehen Gründung und Konsolidierung des Kollegiums sowie die Auswirkungen der Reformation und die Bedeutung der Stiftung für das Herzogtum Württemberg in der Konfessionalisierungsphase im Mittelpunkt. Der zweite, systematische Teil befasst sich mit dem inneren Leben der Stiftung, mit Verwaltung und Bewirtschaftung, mit der Auswahl, der Aufnahme

und dem Studium der Stipendiaten. Der gewählte biographische Zugang ermöglicht tiefe Einblicke in den straff organisierten, streng disziplinierten und mit vielerlei hauswirtschaftlichen Tätigkeiten beladenen studentischen Alltag in einem privaten Kollegium, lässt Beziehungsmuster und Machtverhältnisse sichtbar werden. Die zu einer Prosopographie erweiterte Edition der Stipendiums-Matrikel für die Jahre 1518 bis 1635 ist der Arbeit als Anhang beigegeben.

Fine, David J. *Jewish at the Front: The Experience of Jewish Officers in the German Army in World War I*. Graduate Center, CUNY. 2010.

Jewish at the Front argues for Jewish integration in the army, acceptance of a particular Jewish identity but an amalgamation of that identity to being German. Analysis of Jewish religious experiences at the front, both of Jewish and Christian holidays, of the encounter with Eastern European Jews on the Eastern Front, and of narrative and quantitative evidence signifying anti-Semitism in the army, finds that Jewish soldiers found integration and that anti-Semitism was not a significant factor in their war experience. Theirs was a war where they found themselves as Jews, men, soldiers and Germans, fighting for a future that might have been.

Gilad, Natan. *The German Catholic Church's Stand on the War, and the Contribution Made by the Catholic Church to the War Effort of the Third Reich during WWII*. Hebrew University Jerusalem. Dissertation advisor: Moshe Zimmermann. 2009.

This thesis evaluates the relationship between the Catholic Church and the Third Reich, focusing on the contribution made by the German church to the war effort. It seeks the reasons for the support given by the church to the foreign policy of the Third Reich, the war, and the war effort. It also evaluates the manner in which the church presented its affairs in Germany both during the Third Reich and after the end of WWII, up until the present day. This study deals with conflict between knowledge based on documents and testimonies on the one hand, and the narrative or the collective memory of German Catholicism as it has been shaped by its political and religious leaders since the end of the WWII, on the other.

Goldberg, Kevin. *German Wine and the Fermentation of Modern Taste, 1850–1914*. University of California, Los Angeles. Dissertation advisor: David Sabean. 2010.

This dissertation examines the trade in German wine between the 1848 revolutions and the start of WWI, in order to reconceptualize the nature of taste. Because of changes in winemaking technology and innovations in product differentiation, there were massive modifications in the ways that wine was defined and understood. Concerns over purity, authenticity, and place of origin, as well as the lack of trust between producers, merchants, and consumers drove the embittered nature of the trade. By controlling innovation and information, the winegrowers of the Middle-Mosel rose from obscurity to leaders in the luxury segment of wine while simultaneously laying the groundwork for the internationalization of selling strategies and tasting

discourse. Modern taste is demonstrated to have roots in the agricultural advances, regional politics, and competitive markets. Ultimately, power rested not in Berlin but with the provincial “tastemakers” of Trier, Bernkastel, and Koblenz.

Grobe, Frank. *Zirkel und Zahnrad. Ingenieure im bürgerlichen Emanzipationskampf um 1900 – Die Geschichte der technischen Burschenschaft*. Rheinisch-Westfälische Technische Hochschule Aachen. Dissertation advisor: Armin Heinen. 2009.

Am Beispiel des Rüdeshheimer Verbandes deutscher Burschenschaften (RVdB) wird gezeigt, wie sich Ansehen, Status und Habitus der angehenden Ingenieure entwickelten, wie die Studierenden ihre soziale Umwelt prägten und wie diese auf sie reagierte. Im Gegensatz zu den meisten anderen Akademikerverbänden stand der RVdB für eine politische Ideologie, die nicht zuletzt ihre Ursache im Ringen um Gleichberechtigung und Anerkennung vor allem im Verhältnis zu den Studenten und Burschenschaften an den Universitäten hatte. Die Gründung des RVdB fiel in eine Zeit, in der die technisch-wissenschaftlichen Emanzipationsbestrebungen immer größeres Gewicht erlangten. Er wurde mit weitreichenden Veränderungen wissenschaftlicher, sozialer, politischer und militärischer Art konfrontiert. Zudem nahm er aufgrund seiner Größe und seines Ansehens eine exponierte Stellung unter den technischen Verbänden ein. Der RVdB ist ein hervorragendes Anschauungsobjekt für das Verständnis der Mechanik zwischen technischem Studium und völkischer Rhetorik sowie zwischen studentischem Habitus und sozialem Verhalten.

Grunert, Robert. *Der Europagedanke westeuropäischer faschistischer Bewegungen im Spannungsverhältnis zur nationalsozialistischen “Neuordnung” Europas (1940–1945)*. University of Bremen. Dissertation advisor: 2010.

During World War II the so-called European „New Order” constituted an important means of Nazi propaganda. Many members of the fascist parties in the occupied Western countries took the idea of a unified Europe seriously, regarding it as an inevitable consequence of the war. Ultimately, this aim amounted to the construction of a transnational European alliance of sovereign fascist states. Those who took this view viewed German National Socialism as the natural advocate of this European idea. But their fascist internationalism necessarily collided with German goals. In the end, the fascist parties of Western Europe resorted to very divergent strategies to deal with this collision, all of which can be traced back to their differing national backgrounds. The parties examined are the Nationaal-Socialistische Beweging (Netherlands), the Rexists (Belgium), the Parti Populaire Français and the Rassemblement National Populaire (France).

Duchaine-Guillon, Laurence. *(Re)constructing Jewish life in the divided Berlin (1945–1990)*. University of Paris 3 – Sorbonne Nouvelle. Dissertation advisor: Anne Saint Sauveur-Henn. 2010.

For the Jews who had survived the Shoah, to establish a new life on the German territory after 1945 was almost unthinkable. Particularly in Berlin, the former

capital of the third Reich, which became the nodal point of the East-West relations, the attempt seemed most unlikely. As a result, the conception of a community of “liquidation” dominated until the 1950’s. Yet, (re)construction took place, in spite of everything, in the context of the partition of Germany, which didn’t spare the Jewish Community of Berlin. The comparative analysis of the Jews in East- and West-Berlin at the demographic, religious, political and cultural levels does reveal strong disparities, which are more or less linked with the East-German and West-German systems; but beyond these undeniable divides, we could bring to light common values and concerns, as well as forms of crossing and exchange which have attracted little scholarly attention so far.

Joskowicz, Alexander Ari. *Anticlerical Alliances: Jews and the Church Question in Germany and France, 1783–1905*. The University of Chicago. Dissertation advisor: Michael Geyer. 2008.

Beginning with the Enlightenment, European Jews expressed their visions of progress and pluralism through polemics against Catholicism and the Catholic Church. My work explores the development of this Jewish criticism in Germany and France, starting with the statements of Jewish authors in the late eighteenth century and concluding with the debates surrounding the separation of Church and State in France in 1905. These polemics ranged from moderate criticism of the Catholic Church as anti-modern to theories of Jesuit conspiracies for world domination. Showing the pervasiveness of anticlerical and anti-Catholic tropes in the writings of German and French Jews, my study contends that anticlericalism stood at the foundation of modern Jewish politics in Western Europe. Complicating the scholarship on European Jews’ efforts to join the middle-classes through the appropriation of positive bourgeois values, my work focuses on the role of “anti-anti-modernism” in the development of Jewish ideas of progress and citizenship.

Kamp, Silke. *Die verspätete Kolonie – Hugenotten in Potsdam 1685–1809*. Technische Universität Berlin. Dissertation advisors: Etienne François and Wolfgang Neugebauer. 2010.

As the youngest French colony in Brandenburg-Prussia, the colony of Potsdam was founded in 1731, long after the Edict of Potsdam (1685) had invited the French refugees to settle down in the territories of the elector Frederic William. How did that delayed foundation affect the Huguenots inclusion in the urban society? To answer that question, I am observing in my dissertation the cultural transfer between Huguenots and citizens on the three spheres of the colony: civic rights, economy and religious community. It appears that the Huguenots’ settlement in Potsdam was not a success story.

Karch, Brendan. *Nationalism on the Margins: Silesians between Germany and Poland, 1848–1945*. Harvard University. Dissertation advisor: David Blackbourn. 2010.

This dissertation analyzes failed projects to forge lasting national identities in the German-Polish borderlands over a century of mass politics, war, and expulsions, focusing on one city and its surrounding county, Oppeln/Opole in Upper Silesia. After 1890 Polish activists worked to replace cross-linguistic Catholic solidarity bred in the Kulturkampf with national loyalties. While these activists succeeded in nationalizing elections, they failed to divide local societies along national lines. A gap subsequently grew after World War I between locals, increasingly wary of ethnic nationalism, and small cadres of convinced activists. This lack of popular will for nationalism drove increasingly racist and undemocratic agendas among frustrated German and Polish nationalists. Radical measures in turn only further distanced Upper Silesians from national commitment, creating a negative feedback loop leading to state-sponsored terror and violent expulsions by the 1940s. Yet even these projects failed to create lasting, stable national divisions among Upper Silesians.

Klomfaß, Sabine. *Der Bologna-Prozess als Herausforderung für den Hochschulzugang. Bildungsreform am Übergang von der Universität zum Gymnasium*. Universität Kassel. Dissertation advisors: Frauke Stübiger and Andrä Wolter. 2010.

In der Dissertation wird untersucht, inwiefern sich der Hochschulzugang unter den Bedingungen des Bologna-Prozesses verändert. Aufgezeigt wird, dass nur die hochschulische Seite dieser Institution des deutschen Bildungssystems modernisiert, die schulische Seite hingegen restauriert wird. Aufgrund dieser gegenläufigen Entwicklungen ist von einer grundlegenden Modernisierung des Hochschulzugangs in Deutschland nicht zu sprechen; mehr denn je muss hingegen die Kompatibilität zwischen den abgebenden und den aufnehmenden Bildungseinrichtungen bezweifelt werden. Dieser Befund wiederholt sich folgerecht auf der europäischen Ebene bei der Frage nach der Anschlussfähigkeit der nationalen Bildungssysteme. Beim Hochschulzugang kann bislang also das Ziel eines Gemeinsamen Europäischen Hochschulraums noch nicht als erreicht gelten. Als mögliche Lösung für dieses Problem wird vorgeschlagen, die Sekundarstufe II in den Bologna-Prozess aufzunehmen. Die Hochschulreform wird dabei als erster Baustein für einen europäischen – alle Bildungsstufen umfassenden – Bildungsraum interpretiert, der ein zentrales Element für den gesellschaftlichen Wandel zu einem „Europa des Wissens“ darstellt.

Koloch, Sabine. *Kommunikation, Macht, Bildung. Frauen im Kulturprozess der Frühen Neuzeit*. Freie Universität Berlin. Dissertation advisor: Wolfgang Neuber. 2010.

Die Kommunikationsthematik wird in der vorliegenden Untersuchung erstmals auf einer ungewöhnlich breiten Quellengrundlage über einen Zeitraum von drei Jahrhunderten erforscht und frauenfokussiert entfaltet. Das Quellenkorpus enthält vorrangig Texte, die unter dem Begriff ‘verhaltensmodellierende Gebrauchsliteratur’ subsumiert werden. Da die Untersuchung die Handlungskompetenz von sprachlich geschulten, belesenen und strategisch denkenden Frauen hervorhebt, geht sie weit über Arbeiten hinaus, die verhaltensmodellierender Gebrauchsliteratur lediglich

unter dem Blickwinkel der „Zivilisierung des weiblichen Ich“ Aussagekraft und Wirkungspotential zusprechen. Die Arbeit fragt nach Institutionen, Personen, nach dem auf Zielgruppen bezogenen Nutzen sowie nach Distributionsformen von Wissen und gelangt dank des Einbezugs heterogener Bedingungsfaktoren frühneuzeitlicher Wissensproduktion und -vermittlung zu schlüssigen und differenzierten Resultaten. Mit Namen bekannte Frauen werden sozialen Gruppen zugeordnet, die damals am Wissensdiskurs beteiligt waren. Dadurch wird ein Mittelweg zwischen der nur auf Individuen zentrierten Biographistik und einer einzig auf gesellschaftlichen Klassen basierenden Geschichtsschreibung beschritten.

Kuhlmann, Michael. *“Fünfnachsieben – Radiothek”*. *Der Streit um eine Jugendsendung des Westdeutschen Rundfunks Köln 1974 bis 1980*. Westfälische Wilhelms-Universität Münster. Dissertation Advisor: Wolfgang Jacobmeyer. 2010.

Ob SWF-Popshop, BR Zündfunk oder ZDF-Direkt: Jugendsendungen der 1970er Jahre ecken an. Den größten Wirbel macht die Radiothek des WDR Köln. „Rot unterwandert“ nennen sie die einen. Für die anderen ist sie das Radio der Zukunft: frech und basisdemokratisch. Mit Moderatoren wie Dave Colman, Winfried Trenkler oder Mal Sondock. Jeder zweite Jugendliche in Nordrhein-Westfalen hört die Sendung 1976 regelmäßig. Die Radiothek bringt Pop und Politik, Rock und Reportagen – in der Sprache der Jugendlichen. Über Arbeitskämpfe und Aussteiger, über Kriegsdienstverweigerer und Frauenbewegung, über Sexualität und Schwangerschaftsabbruch. Politiker, katholische Kirche und Arbeitgeber laufen dagegen Sturm. Als RAF-Terror, Hausbesetzungen und Anti-Atomkraft-Demos die Republik aufwühlen, droht auch der Streit um die Radiothek zu eskalieren.

Dies ist die erste umfassende Studie über das hochpolitische bundesdeutsche Jugendradio der 1970er Jahre. Keine andere dieser Sendungen war so radikal und hatte zugleich so viele Hörer. Über ihre Zeit hinaus war die Radiothek eine der umstrittensten Sendereihen der deutschen Radiogeschichte.

Landry, Stan M. *That All May be One? Church Unity, Luther Memory, and Ideas of the German Nation, 1817–1883*. The University of Arizona. Dissertation advisor: Susan Crane. 2010.

This dissertation explores the relationship between the German confessional divide, German collective memories of religion, and the construction of German national identity and difference. German nationalists routinely exploited differences among Catholics, Protestants, and Jews to construct confessionally and racially-exclusive notions of the German nation. But German proponents of church unity suggested notions of German identity and unity that cut across the confessional divide. They did so by appropriating two of the most authoritative and foundational sites of German collective memory: Martin Luther and the Protestant Reformation. Refashioning them from icons of religious separation into symbols of unity accessible to all Germans, proponents of church unity deployed their ecumenical memories to ground confessionally-inclusive ideas of the German nation. As such, this dissertation presents an alternative history of German nationalism—one that imagined

a German nation through the reunion of the separated churches rather than on the basis of iron and blood.

Lanzetta, Kym. *The Aesthetics of Sacrifice in Heiner Müller, Wolf Vostell, Anselm Kiefer, and Rainer Werner Fassbinder*. The University of Chicago. Dissertation advisor: David Levin. 2008.

The dissertation traces narratives and iconographies of sacrifice in theater, performance art, painting, and film amid the “crisis of sacrifice” in East and West Germany in the 1960s and 70s. Adopting an interdisciplinary theoretical framework, the dissertation explores interconnections between violence, collective obligation, individual interest, and aesthetic representation in a historical period when the relationships between these values and practices were undergoing re-evaluation. The dissertation both complements and challenges scholarship, which casts the postwar period as free of sacrificial idealism. Contributing to the broad shift away from collective appeals to sacrifice, these four German artists attempted to dismantle aesthetic traditions that herald sacrificial behaviors. However, they also harnessed notions of transformative violence, personal sacrifice, and liminal aesthetic experiences to utopian, sociopolitical agendas. While their works expose the lethal consequences and dubious ethics of attaining societal well-being through suffering and violence, they still rely on the logic of sacrifice: acts of negation figure as modes for personal emancipation and historical change.

Luppés, Jeffrey. *To Our Dead: Local Expellee Monuments and the Contestation of German Postwar Memory*. University of Michigan, Ann Arbor. Dissertation advisor: Andrei S. Markovits. 2010.

This dissertation examines how the German expellees have represented and memorialized their experiences of WWII and its aftermath in the form of more than one thousand local monuments located throughout the Federal Republic and beyond. More specifically, it contextualizes and categorizes the memorials and the historical narratives they articulate. My contention is that the monuments disprove the notion that the commemoration of German wartime suffering was not permitted in the postwar era. Moreover, I argue that expellee organizations have used the monuments to shape discussions of victimization by constructing one-sided, de-contextualized narratives of German suffering based on the loss of *Heimat* and on assertions of collective innocence. Thus, the study examines an overlooked aspect of German postwar memory culture and makes a contribution to larger debates over German wartime suffering and to the enduring discussions over “coming to terms with the past” in twenty-first century Germany.

Macgilchrist, Felicitas. *Imagining Russia: A Cultural Discourse Analysis of News Coverage in the International Media*. European University Viadrina, Frankfurt/Oder. Dissertation advisors: Werner Schiffauer and Christa Ebert. 2009.

Journalism is often thought of as the ‘fourth estate’ of democracy. This book suggests that journalism plays a more radical role in politics, and explores new ways

of thinking about news media discourse. It develops an approach to investigating both hegemonic discourse and discursive fissures, inconsistencies and tensions. By analyzing German, US and UK news coverage of post-Soviet Russia, including the Beslan hostage-taking, Gazprom, Litvinenko and human rights issues, it demonstrates the (re)production of the ‘common-sense’ social order in which one particular area of the world is more developed, civilized and democratic than other areas. Drawing on Laclau, Mouffe, Marchart and other post-foundational thinkers, it also suggests that journalism is precisely the site where the instability of this global social order becomes visible. The publication, titled *Journalism and the Political: Discursive Tensions in News Coverage of Russia*, will be available in 2011.

McLaren, Meryn. *Refugee Camps in West Germany 1945–1960: Community Building and Integration*. University of Sheffield, UK. 2009.

This dissertation looks at refugee camps for German refugees in three West German *Länder* to examine the extent to which community building can be seen to have taken place between 1945 and 1960. The development of the refugee camp phenomenon is traced, from the initial policies to ensure a quick turn-around, to the transformation of many camps into *Wohnlager*, providing facilities for everyday living, social events and employment. Different perspectives on refugee camps are analyzed using surveys and interviews with former resident, memoirs, local authority and government documents and newspaper articles.

Moore, Paul. *German Popular Opinion on the Nazi Concentration Camps, 1933–1939*. Birkbeck College, University of London. 2010.

This thesis examines German popular opinion on the concentration camps in pre-war National Socialist Germany. The extensive publicity given to the camps by the regime and the German media is discussed. Key themes of this propaganda are identified, as are continuities and changes in the presentation of the camps across the period 1933–1939. This is followed by an investigation of the unofficial popular discourse on the camps, in the form of anecdotal exchange, rumors, and jokes. The unusually detailed knowledge of certain professional groups is also discussed. Local-level popular protest against concentration camps is examined, as is the role of economic contacts with the camps on opinion-forming, in a context of an economy emerging slowly from depression. There follows an investigation of perceptions of the camps on the part of those neither directly affected nor living in the vicinity. The thesis concludes by examining the often fraught relationships between the later camps and their neighboring communities.

Norton, Amanda. *“Enemies of Fanaticism”: Ethical Humanisms in the Works of Hermann Broch, Erich Kahler and Thomas Mann*. The University of Chicago. Dissertation advisors: Michael Geyer and David Levin. 2010.

The goals of this dissertation are: 1) to establish the multivalent nature of the term humanism, particularly as it was understood in the last century; 2) to characterize

the humanist orientation of Hermann Broch (1886–1951), Erich Kahler (1885–1970) and Thomas Mann (1875–1955); 3) to trace the emergence of these humanist orientations out of ideological stances that can be categorized by terms such as conservative, reactionary, culturally pessimistic, anti-modern, anti-humanist; 4) to argue that remnants of these earlier ideologies remain in the later works of all three writers and work to undermine the ostensible goals of their writing (which are, among others, to act as counterweights to fanaticism writ large, to engender ethical attitudes toward political problems, to encourage the formation of democratic governments, to conceive of the work of art from a humanist perspective); 5) ultimately to provide a more comprehensive understanding of humanism in Germany in the twentieth century.

Oppenheimer, Andrew. *Conflicts of Solidarity: Nuclear Weapons, Liberation Movements and the Politics of Peace in the Federal Republic of Germany, 1945–1975*. The University of Chicago. Dissertation advisor: Michael Geyer. 2010.

This dissertation explores the nature of pacifism as it was articulated in the Federal Republic of Germany on the shifting terrains of geopolitics, political economy, and activist networking. At its core, this is a history of peace organizations and their attempts to revive pacifism in Germany after World War II, adjust their priorities to the geopolitical and domestic political priorities of the Cold War, and accommodate themselves to a new era of social movement organizing and activism. It demonstrates a global turn in pacifist thought, and argues that this shift encouraged pacifist identification with and support for national liberation movements around the world during the 1960s. Ultimately, pacifists found themselves caught between affective expressions of solidarity and political movements that thematized exploitation in ways that elevated human dignity above the sanctity of human life.

Patin, Nicolas. *La Guerre au Reichstag. Expériences de guerre et imaginaires politiques des députés sous la République de Weimar (1914–1933)* [*The Reichstag Goes to War: War Experience and the Political Imaginary of Reichstag Delegates During during the Weimar Republic (1919–1933)*]. Université Paris Ouest Nanterre, La Défense and Ludwig Maximilian Universität München. Dissertation advisors: Didier Musiedlak and Horst Möller. 2010.

One half of the Weimar Republic's Reichstag deputies served in the First World War. How did they manage to make this experience fit into their following political career, how did they describe it? This experience could have served as a foundation, in a deeply divided assembly, to build a community above political parties. But it was not. Building a prosopography by searching through deputies' biographies revealed a much more complex picture of these four years of war and showed that deputies' experience was quickly polarized after the defeat, as political events such as the Revolution and the Treaty of Versailles unfolded. These events struck the parties with quite different effects: they had centrifugal effects for socialist deputies, while creating radical politicization among those of the extreme-right, and strong feeling of continuity among those of the center.

Polak-Springer, Peter. *Making "Recoveries": The Cultural Politics of Territorial Appropriation in a Polish-German Industrial Borderland, 1922–53*. Rutgers University, New Brunswick. Dissertation advisor: Belinda Davis. 2010.

This project examines consecutive Polish and German programs to nationally appropriate and bring high-national culture and ethnic standardization to a linguistically diverse Upper Silesian industrial border area of strongly regionally-oriented character and identity. It examines a half-century of Polish-German rivalry over this region during which a constant set of regional elites worked for democratic, authoritarian, and totalitarian (Nazis and Polish communists) governments to shape national landscapes and bodies by way of acculturation and ethnic cleansing. The dissertation examines multimedia (i.e. press, film, radio) forms of propaganda, urban landscape construction, grass-roots forms of mass-mobilization and schooling, and how the local population received these efforts aimed to remake their identity and consciousness.

Posch, Herbert. *Akademische „Würde“ Aberkennung und Wiederverleihung akademischer Grade an der Universität Wien im 19. und 20. Jahrhundert*. Universität Wien. Dissertation advisor: Friedrich Stadler. 2009.

This dissertation deals with depromotion (deprivation) of academic degrees at the University of Vienna from 1845 to 1975 and their regrating until 2008–09. The first period – Habsburg-monarchy (1845–1918) and the First Republic of Austria (1918–1933/4) – saw the first definition of academic degrees as state-authorized, life-long decorations which could be taken away in cases of criminal conviction. A main topic is therefore the development of criminal law regarding depromotion from the late 18th century until the end of this rule in 1974. The second period – Austrofascism (1933/4–1938) and National-Socialism (1938–1945) – saw depromotions for so called “political” or racial reasons. My discussion of the third period – the Second Republic of Austria (1945–today) – focuses on attitudes of faculty members at the University of Vienna with respect to the depromotion of followers of the Nazi party, and on the granting of academic degrees to victims of Nazism. The thesis uses numerous case studies to exemplify the cycle, structure and details of depromotion and regrating.

Rittersma, Rengener C. *Egmont da capo – eine mythogenetische Studie*. European University Institute, Florence (Italy). Dissertation advisors: Regina Schule and Willem Frijhoff. 2006.

This thesis tries to fathom why and how Count Lamoraal van Egmont (1522–1568) became a mythical figure in European culture. The analysis consists of three sections, which correspond with different, but strongly interrelated stages of the Egmont-reception. This stratification enables to reconstruct the development of the semantic tableau of the Egmont-myth and thus provides a methodological instrument for the unraveling of similar historical myths. The first part examines the immediate impact of the decapitation, using sources like eyewitness reports, pamphlets, etc. The second part investigates the incubation period of the myth in

the European historiography of the seventeenth century. The final part focuses on the crystallization of the myth in predominantly literary sources at the eve of the French Revolution. It is demonstrated that Egmont eventually became a myth, as he could be deliberately instrumentalized by different groups of people in order to corroborate their confessional, political, or anthropological programs.

Rohweder, Uwe. *Krieg und Hochschulreform. Der Verband Deutscher Studentenschaften in der frühen Bundesrepublik (1949–1969)*. Universität Hamburg. Dissertation advisor: Axel Schildt. 2010.

Der 1949 gegründete Verband Deutscher Studentenschaften (VDS) war der bundesweite Zusammenschluss der Universitätsstudenten in der damaligen Bundesrepublik und West-Berlin. Entstanden unter den Bedingungen des Kalten Krieges, verstand sich der Verband bis in die 1960er Jahre als politisch neutrale Vertretung aller Studenten und setzte sich vornehmlich für deren soziale Belange und für grundlegende Hochschulreformen ein. Im Zuge der Studentenproteste 1968/69 radikalisierte er sich, büßte aber in der Folge seine frühere politische Bedeutung weitgehend ein. Die Dissertation untersucht erstmals die Frühgeschichte des VDS bis 1969 und fokussiert dabei vor allem auf sein gesamtdeutsches Engagement sowie sein Wirken in den Bereichen studentische Sozialpolitik und Hochschulreform. Dargestellt wird ferner der allmähliche – und keineswegs abrupte – Wandel im Umgang mit allgemeinpolitischen Fragen außerhalb des engeren Hochschulbereichs. Ziel der Arbeit ist, die vermeintlich unspektakuläre Vorgeschichte der Studentenbewegung wieder stärker ins Bewusstsein zu heben und das “mythische Datum” 1968 in seinen historischen Kontext einzuordnen.

Rose, Shelley E. *Transnational Identities in National Politics: The SPD and the German Peace Movements, 1921–1966*. Binghamton University, State University of New York. Dissertation advisor: Jean Quataert. 2010.

This dissertation problematizes the relationship between the German Social Democratic Party (SPD) and pacifists on the non-Communist Left between 1921 and 1966. It breaks from traditional master narratives by using gender, transnational, and biographical analysis to reveal under-studied continuities and shifting political spaces, including masculine characterizations of party politics and the tensions created by common perceptions that pacifism was feminine. In addition, case studies of individual cooperative activists demonstrate three main types of transnational interaction in Germany: awareness, intermittent contact, and direct, reciprocal contact. Although the SPD maintained its reputation as a peace party even after 1966, party leaders’ conception of peace changed over time. For pacifists, SPD sponsorship of antinuclear activities in the 1950s helped open new political space for extra-parliamentary movements like the Easter Marches. These connections set the stage for the development of the Green Party in the 1980s which capitalized on the blurred boundaries between extra-parliamentary and party politics.

Scala, Stephen J. *Understanding the Class Enemy: Foreign Policy Expertise in East Germany*. University of Maryland, College Park. Dissertation advisor: Jeffrey Herf. 2009.

This study makes use of reports, resolutions, and analyses as well as oral history interviews in order to detail the construction, functioning, and output of foreign policy expertise in the GDR. The work of East German Außenpolitiker was marked by an abiding tension between the will to comply with the political and ideological postulates espoused by SED leadership and the will to deliver sound, specialist analysis of international relations. In the conditions of diplomatic isolation prevalent until the early 1970s, this tension remained latent, but foreign policy normalization and a dramatic increase in exposure to the capitalist West allowed specialized expertise gradually to gain preponderance. The “second Cold War” of the first half of the 1980s then delivered the key catalyst for East German experts to abandon simplistic adherence to Marxist-Leninist dogma in favor of prioritization of the concrete real political interests of the GDR, formulating a body of non-dogmatic foreign policy thought that mirrored in some ways the Soviet New Thinking.

Schaefer, Klaus. *Der Prozess gegen Otto John. Zugleich ein Beitrag zu der Justizgeschichte der frühen Bundesrepublik Deutschland*. Goethe-Universität Frankfurt am Main. Dissertation advisor: Cornelius Prittwitz. 2009.

Otto John – involved in the resistance group around Stauffenberg – escaped the Gestapo and made his way to England after the attack on Hitler. After working for Sefton Delmer’s Soldatensender Calais, he returned to Germany in 1949. In 1940, Theodor Heuss nominated him to be the first president of the German Office for the Protection of the Constitution. On July 20, 1954, John disappeared mysteriously after a state ceremony in West Berlin, reappearing in the DDR. Based on his public denunciations of Adenauer’s policy John was labelled a “traitor.” Helped by a Danish journalist, he escaped back to West Berlin, but was arrested and after one year on remand, was sentenced to four years in prison. John was released 1958 and fought for rehabilitation until he died in 1997. The present work proves that John was kidnapped and innocent. His judges held high positions during the Third Reich. The public prosecutor is now investigating the case to overturn the judgment.

Schnabel, Anja. „Nicht ein Tag, an dem ich nicht an den Tod denke” –Todesvorstellungen und Todesdarstellungen in Peter Weiss’ Bildern und Schriften. Gottfried Wilhelm Leibniz Universität Hannover. Dissertation advisor: Martin Rector. 2007.

After a short introduction featuring an interview with Palmstierna-Weiss, part one of the thesis explores the origins of Weiss’ mortal agony in the early death of his sister Margit. But the loss of some close friends as well as the death of his parents also shaped Weiss’ fear of death, and fascination with the circumstances in which it occurred. The second part explores the sources of inspiration for Weiss’ aesthetic production by giving some striking examples. Apart from Sartre’s existentialism and Brueghel’s painting it was first and foremost Dante’s *Divina Commedia* that

provided his key model. These cultural examples of death “teach” Weiss the visual and verbal mechanisms of death. The third part discusses Weiss’ three basic methods of describing death; “dissecting” of the inner body, retardation (already developed in *Marat/Sade*), and anesthesia (borrowed from Dante).

Schuhmann, Maurice. *Die Aktualität der radikalen Individualitätskonzepte von Marquis de Sade, Max Stirner und Friedrich Nietzsche*. Freie Universität Berlin. Dissertation advisors: Wolf-Dieter Narr and Prof. Dr. Frieder Otto Wolf. 2010.

Bei Marquis de Sade, Max Stirner und Friedrich Nietzsche finden sich Konzeptionen von Individualität, deren Bedeutung für die Sozialwissenschaft bislang weitgehend von der Forschung ignoriert wird. Im Zentrum der interdisziplinär angelegten Untersuchung von Maurice Schuhmann steht die Analyse der von den drei Denkern entworfenen Konzeptionen sowie die Übertragung dieser Ergebnisse auf den aktuellen sozialwissenschaftlichen Diskurs über Individualisierungstendenzen in modernen Gesellschaften. Dabei wird erstmalig in kompakter Form die Individualitätsphilosophie der drei Denker dargestellt und miteinander konfrontiert.

Silverthorne, Diane. *New Spaces of Art, Design and Performance: Alfred Roller and the Vienna Secession 1897–1905*. The Royal College of Art, London. Dissertation advisors: Jeremy Aynsley and Simon Shaw-Miller. 2010.

This thesis seeks to establish how the concept of space informed and characterized the art of the Vienna Secession between 1897 and 1905. This question is examined through the practices and concerns of founding Secession artist and designer Alfred Roller (1864–1935). Roller is better-known in his role as stage designer at the Vienna Court Opera from 1903, in partnership with its music director, Gustav Mahler. A central argument is that Alfred Roller demonstrated the pursuit of a synthetic aesthetic which transposed Wagner’s ideas of the *Gesamtkunstwerk* to other spheres or spaces of art, namely the periodical of the Secession, *Ver Sacrum* (*Holy Spring*), and to exhibition design in the Vienna Secession House. An analysis of Roller’s roles within the Secession and at the Vienna Court Opera indicate a turning point in modern practice in these seemingly disparate fields, including the spaces of the stage, notably for Wagner’s music dramas.

Stobbe, Urte. Kassel-Wilhelmshöhe. *Ein hochadeliger Lustgarten im 18. Jahrhundert*. Georg-August-University Göttingen. Dissertation advisor: Gerhard Lauer. 2008.

Kassel-Wilhelmshöhe wird als hochadeliger Lustgarten beschrieben, dessen Gestaltung im Laufe des 18. Jahrhunderts mehrfach transformiert wurde. Untersucht werden die verschiedenen Überformungen des Gartens, dessen Nutzung sowie die zeitgenössischen Lesarten und Rezeptionsweisen. Exemplarisch lässt sich zeigen, wie die herrschaftlich-repräsentativ Funktion des Gartens seitens der Besucher mit künstlerisch-moralischen Vorstellungen überschrieben und umgewidmet wurde. Das

vorliegende Buch macht diese vielfältigen Überlagerungen mit Hilfe kunsthistorischer, historischer und literaturwissenschaftlicher Überlegungen sichtbar, wobei die Positionen der damaligen Gartendiskussion bis heute Auswirkungen auf die Interpretation von Werken der Gartenkunst zu haben scheinen. Im Ergebnis führt dies nicht nur zu einer aufschlussreichen Neubewertung einer der bedeutendsten Gartenanlagen Deutschlands, sondern auch zu einem neuen Ansatz der kunsthistorischen Verortung des so genannten Landschaftsgartens.

Van de Grift, Liesbeth. *From Fascism to Communism: The Reconstruction of the Security Apparatus in the Soviet Zone of Germany and Romania, 1944–1948*. Utrecht University, Netherlands. Dissertation advisor: Ido de Haan. 2010.

This dissertation focuses on one of the reappearing mechanisms in times of political transition: how to deal with members, followers and personnel of the previous regimes? It examines the ways in which the Communist Parties of Soviet-occupied Germany and Romania managed to gain control of coercive institutions after World War II. This research was based on party, state and military documents from communist archives in Berlin and Bucharest. The dissertation reveals the complexities of the personnel question in Soviet-occupied Europe and the major differences in outcome between the two cases examined.

Wagner, Julia. *“Nazi Hunters” - The Struggle for the Punishment of Nazi Crimes*. University College London. Dissertation advisor: Mary Fulbrook. 2010.

This study examines the efforts of a small number of individuals made to bring Nazi criminals to justice. The successor states to the Third Reich shared the predicament of having to integrate millions of former Nazis into their societies. They often did so at the price of keeping silent about Nazism’s atrocities and failing to hold those who were implicated in the genocide of European Jewry responsible for their crimes. A small group of private activists made it their mission to investigate these crimes against Jews, minorities and political opponents, to track down those responsible and to campaign for their prosecution. The media soon began referring to some of them as “Nazi hunters,” but in fact the pursuit of Nazi criminals was but one part of a much larger range of activities, including insisting that the courts and police live up to their duties, and organizing media campaigns to educate and sensitize the public to their cause.

Wilder, Colin F. *Property, Possession and Prescription: The Rule of Law in the Hessian and Rhine-Main Region of Germany, 1648–1776*. The University of Chicago. Dissertation advisor: Constantin Fasolt. 2010.

In the early modern period in the Hessian and Rhine-Main region of Germany, lawyers, judges and law professors used old legal doctrines in innovative ways. This had two main consequences. First, it helped create new property rights and civil rights in society. For instance, it expanded rights for marginal figures such as widows and younger siblings. Second, the new applications were the occasion for much theorizing about the nature of society, authority, equality and freedom.

Together these became the institutional basis for the growth of practical rule of general law, increasingly removed from consideration of social estate such as nobility or serfdom. More broadly, this means that economic liberalism developed not as a theoretical apparatus but as institutional practice in the German intelligentsia, well in advance of the arrival of the French Revolution in Germany in 1795–1806.

Wildermuth, David W. *Die 35. Wehrmachtsdivision in der Sowjetunion, 1941: Eine Fallstudie zum Vernichtungskrieg*. Middlebury College. Dissertation advisor: Rainer Nicolaysen. 2010.

This dissertation explores the issues surrounding the war of annihilation between the Soviet Union and Nazi Germany (1941–1945) through the form of a micro study, analyzing a single front-line infantry division to determine the nature and frequency of its contact to three separate population groups: the Red Army, civilians and the partisan movement. In analyzing the experiences and actions of the soldiers of the 35th Division, I posit that the brutalization of the war occurred earlier than generally acknowledged, and that the contact to both the Soviet civilian population and the partisan movement was much greater than has been assumed for front-line troops. Through and analysis of the legal, ideological and cultural preconditions,

Zancas, Rosa Péres. *Dialogizität und literarische Intertextualität zum Schreiben über den Holocaust: Ruth Klüger*. Universitat de Barcelona, Spain. Dissertation advisor: Maria Luisa Siguan.

The dissertation includes a literary study along two routes of analysis of the work of the Jewish writer Ruth Klüger, victim of the Nazi genocide of the European Jews. The first part of the thesis analyzes the dialogicity in her work to clarify the different functions that occupy the intersection of a multiplicity of voices. The second route explores literary intertextuality. The identification of the use of these elements and their critical interpretation in a work that belongs to the literary genre of survivors' testimonies of the Holocaust allows us to confirm the creation of a new language to speak about the horror, its consequences and the discourse generated by it through the interweaving of multiple texts and voices.

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